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RESEARCH DESIGN FOR EVALUATING PROJECT MISSION.

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THIS REPORT OUTLINES DESIGNS FOR 8 POSSIBLE RESEARCH STUDIES WHICH COULD BE UNDERTAKEN WITH REGARD TO PROJECT MISSION, A PROGRAM TO PREPARE TEACHERS FOR ASSIGNMENT TO INNER CITY SCHOOLS. THEY ARE (1) A STUDY OF ATTRITION RATES OF STUDENT-INTERN-TEACHER ENROLLEES IN TRAINING IN PROJECT MISSION, (2) TEACHER CHARACTERISTICS OF PROJECT MISSION INTERNS WHO GRADUATE AND ACCEPT PROJECT MISSION POSITIONS, (3) THE CLIMATE OF LEARNING IN PROJECT MISSION CLASSES, (4) ENVIRONMENTAL CHARACTERISTICS AND BACKGROUND EXPERIENCES OF PROJECT MISSION CHILDREN, (5) RESEARCH ON CHILDREN'S WORD ASSOCIATIONS, (6) DEVELOPMENT OF PROJECT MISSION INTERNS IN WORKING WITH INNER-CITY STUDENTS, (7) THE EFFECTS OF PROJECT MISSION ON STUDENT'S ACADEMIC ACHIEVEMENT AND STUDY SKILLS, AND (8) AN EVALUATION OF PROJECT MISSION'S CURRICULUM. APPENDICES CONTAINING EXAMPLES OF (A) PERSONAL HISTORY AND EXPERIENCE INVENTORIES, (B) INTERNSHIP EVALUATION FORMS, (C) WORDS LISTS FOR RESEARCH STUDY NUMBER 5, AND (D) TRAINING TECHNIQUES INVENTORIES ARE ALSO INCLUDED. (AW)

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RESEARCH DESIGN FOR EVALUATING PROJECT MISSION

A Cooperative Teacher Training Program for Preparing Teachers for Assignments in Inner City Schools

Bureau of Research
Baltimore City Public Schools

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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July, 1966

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The Bureau of Research of the Baltimore City Public Schools wrote this research design. It was developed in cooperation with Coppin, Morgan, and Towson State Colleges.

Project Mission is a program for the training of teachers for assignment to inner-city schools in the great cities of America. This research design to evaluate the program details the eight research studies to be carried out in connection with Project Mission.

The Research Design for Evaluating Project Mission will enable interested persons to obtain information on the types of studies to be undertaken, specific hypotheses to be investigated, research designs to be utilized, methods of data collection to be employed, and statistical analyses of data to be made.

Orlando F. Furno
Clara E. Grether
Harry C. Hendrickson

RESEARCH DESIGN FOR PROJECT MISSION

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AN EVALUATIVE RESEARCH DESIGN FOR BALTIMORE CITY'S PROJECT MISSION (THE TRAINING OF TEACHERS FOR INNER-CITY SCHOOLS)

Project MISSION

A RECAPITULATION

Project Mission is a jointly-financed, $1,080,600, three-year, educational program by the Coppin, Morgan, and Towson State Colleges, the Baltimore City Public Schools and the Ford Foundation, consistent with the aims and objectives of the Ford Foundation's Gray Area Program. Project Mission was conceived by Dr. George B. Brain, Superintendent of Public Instruction, and has been organized to operate through the school years 1965-66, 1966-67, and 1967-68. Project Mission represents an educational sequence designed to train college seniors and graduates, for inner-city elementary and junior high schools, by an intensive program strong in sociology and psychology. Mr. Jacob Epstein is the project director.

In Baltimore, as in other great cities, children who have been limited in development by environmental factors beyond their control fall progressively behind their normal counterparts in academic performance. Many of these pupils have parents who lack the time, knowledge, and understanding needed to provide learning experiences essential to scholastic success. Often the parents must work exceptionally long hours to keep the family intact; some are too physically or emotionally ill to carry out their parental responsibilities; others simply do not care. Limited educational experiences, low aspiration, and high mobility earmark a large percentage of these children for continual retrogression in achievement as they reluctantly attend school only until the legal dropout age of 16.

All who are acquainted with our schools recognize the vital roles the classroom teacher and the university play in providing all children with quality education. But more often than not, teachers have been inadequately prepared to teach in schools wrapped in poverty. Few teacher training institutions have geared their programs to condition beginning teachers to anticipate the deplorable situations that they may encounter. Few of these institutions know what training and experiences young teachers should have in order to become successful teachers of children living in an inner-city environment and to become enthusiastic about long-term solutions to the educational, social, health, and welfare problems of the culturally deprived. The aim of Project Mission, then, is to produce dedicated, well-trained, competent teachers, attuned to the needs and problems of inner-city children, so that the children will remain in school until graduation, receiving an education of high quality.

Mission Center training schools are located in neighborhoods where socio-economic resources are limited and where many residential pockets of the attendance areas could be classified as "slums." One elementary center is located in a racially integrated neighborhood, the other in a predominantly Negro neighborhood, while the junior high school center lies between and serves a great number of the Negro children from the two elementary school attendance areas.

In the future, teachers trained through the Project Mission program will be assigned to the vacancies existing in inner-city schools. These neighborhoods, like those of the training centers, contain families whose socio-economic resources are limited. In addition, social attitudes and standards are low, home ownership is negligible, juvenile delinquency is high, and parental or family focus on the children exists slightly or not at all.

PROJECT MISSION
FOCUS ON RESEARCH OBJECTIVES

To carry out effectively the research proposals for Project Mission an organizational framework is necessary. Under the direction and leadership of the Superintendent and in conjunction with the project director, and through him with the project professors, cooperating teachers, and project interns, the Bureau of Research exercises administrative control over all research activities focused on Project Mission. The Bureau of Research is charged with the responsibility to see that all approved research activities conducted in connection with Project Mission are coordinated and carried out in accordance with the approved research design.

For purposes of administration, all research proposals initially have been subsumed under five areas:

(1) Longitudinal and Evaluative Research Studies— focused on evaluative aspects of the continuing research studies in all areas,
(2) Teacher Intern Growth and Development Research Studies,
(3) Child Growth and Development Research Studies,
(4) Curriculum Research Studies,
(5) Adjunct Research.

The discussion of the research possibilities which follows recognizes the need for modification or revision of research assignments as the project progresses. Many of the research studies will become better defined as the personnel involved have an opportunity to work together closely in coordinating evaluative procedures and research activities. It is not intended that the discussion of specific research proposals will in any way limit the work of research personnel. It is suggested only to illustrate some of the possibilities that do exist.

Questions which research should answer. The answers to certain questions should give valuable clues as to the effectiveness of enlisting college seniors and graduates in long-term inner-city teaching service. The answer to each question may be a signal for continuance or change in the program established. The main questions follow:

Question 1: What are the attrition rates for the Project Mission Teacher Interns?

a. What percentage of "Teacher Interns" complete the first year of the Project Mission training program?

b. How many withdraw from the Project Mission training program in the first year? How many leave:

   (1) To return to normal teacher education program in college?

   (2) To transfer to another program in college?

   (3) To drop out of college—by reason?

   How does this compare with other students in the same college—by personal characteristics?

c. What percentage of "Teacher Interns" completing the first year of the Project Mission program accept teaching positions in Baltimore City Project Mission situations?

d. What percentage of Project Mission program graduates do not accept teaching positions in Baltimore City Project Mission situations? How many leave:

   (1) To teach in another Project Mission inner-city program elsewhere?

(2) To teach in non-Project Mission inner-city schools in Baltimore?

(3) To teach in non-Project Mission inner-city schools elsewhere?

(4) To teach in non-inner city situations in Baltimore?

(5) To teach in non-inner city situations elsewhere?

(6) To leave teaching?

How does this compare with other graduates of the same college by personal characteristics?

e. What percentage of Project Mission graduates accepting Project Mission positions in Baltimore City remain for 2, 3, or 5 years?

Question 2: What teacher personal and personality characteristics are common to those who successfully graduate from Project Mission training program and accept Project Mission positions in Baltimore City? How do they compare with those who leave? With other graduates teaching in the city?

Question 3: What teacher behavior, pupil behavior, and teacher-pupil interaction is characteristic of the interns' work in the classroom? Of the classroom work of the control group?

Question 4: What are the personal characteristics, experiences, and home background of inner-city children in Project Mission classes? Of children in the control classes?

Question 5: What evidence is there of growth of the interns in working with culturally deprived children? How does this compare with control groups?

Question 6: How does change in achievement of pupils in Project Mission classes compare with non-Project Mission classes—beginning and end of second and third years of interns' work? If pupils remain in Project Mission for two or three years, does the program produce a significant difference—in achievement, in I.Q.?

Question 7: How do Project Mission withdrawals, graduates, entries, and seasoned Project Mission teachers evaluate the Project Mission college curriculum?

Longitudinal and Evaluative Studies—Focus on Attrition

A recent comprehensive research study has reported that as many as 51 percent of first-year teachers do not expect to be in teaching five years later, despite the fact they are in general satisfied with their work. Also, there would appear to be a positive correlation between the previous knowledge of the beginning teacher about the conditions under which he works and his satisfaction with that work. (See Project Mission Research Proposal No. 1 for both studies.) If the Project Mission program of training teachers for inner-city situations is to be shown to be successful, it must halt the appalling withdrawal and dropout rate of teachers. Therefore, the first proposed study will be a longitudinal study of attrition geared to the personal characteristics of those who remain in the project and those who leave. Of necessity it will follow the trainees beyond their probationary year of teaching, i.e. beyond the two-year period for which Project Mission provides training and supervision.

Longitudinal and Evaluative Studies — Focus on Teacher Personality Characteristics

A parallel area of research will probe more deeply into the characteristics of Project Mission withdrawals and continuous enrollees--well beyond the simple personal characteristics of age, sex, race, etc. The Sixteen Personality Factor Questionnaire (Cattell, Saunders, and Stice) administered to both the Project Mission students and a comparable control group of other education students will form the basis for such an assessment. This study hopes to determine whether there is an identifiable cluster of traits and characteristics common to individuals who become successful teachers of inner-city children. If a pattern of identifiable characteristics can be recognized, it may be of value in the screening of teacher education candidates and teacher applicants for positions in inner-city schools.

The measures of teacher effectiveness will include, of course, retention and attrition of teacher interns in the Project Mission program, but in addition such evaluations as the student teaching grade, principal's rating for the year, project professor's and cooperating teacher's rating.

Teacher Intern Growth and Development Research Studies—Focus on Climate of Learning

Another area of research involves studies in the area of teacher intern maturation and learning. We have here a rich field of study in group and individual interrelationships so that the behavior of the teacher, the behavior of the pupil, the interactions of pupil upon pupil, teacher upon pupil, and pupil upon teacher may be studied, especially in relation to group and individual learning situations—both of pupil and teacher. The hypothesis here reflects the fact that teachers can assist the pupils by helping to create a school and classroom environment conducive to and not in conflict with the inner-city, culturally deprived children's need for love, for understanding, for acceptance of one's feelings, and for alleviation of fear and insecurity. The project should develop insights into those methods and practices which can be utilized in disadvantaged communities by those teachers who may be especially trained and may be prevailed upon to provide leadership and constructive guidance to these children and their families.

What is it that the successful teacher does to provide a favorable climate of learning for the pupils and how does the neophyte develop these skills?

Child Growth and Development Research Studies—Focus on Pupil Characteristics

Clearly the personal characteristics, experiences, and attitudes a child brings to school affect the learning situation. In Project Mission, teachers from a middle class background will be responsible for the education of children whose development has been limited by environmental factors. What standards are to be used to determine whether or not the child is well adjusted or maladjusted? Do children from limited backgrounds bring to the learning situation a set of attitudes different from those of children from a favorable environment? If so, how do these characteristics, attitudes, and other factors affect teacher and pupil behavior in the classroom? Must different instructional methods and practices be used for children limited by environmental factors in order to motivate them?

Research in these areas should prove valuable in discovering how Project Mission teachers react in such situations and how they may deal with the problems in better ways than the usual college graduate recruit.

Teacher Intern Growth and Development Research Studies--Focus on Teacher Effectiveness

Heretofore, the practice of staffing inner-city schools has been to identify those persons willing to teach in inner-city schools and appoint them to these positions. Such practice has disregarded, because of forced circumstances, the qualifications, training and experience of the teachers so assigned. For many, teaching in inner-city schools is merely the first step in marking time until a transfer to an outer-city school is justified and approved.

Through research and study, the Project Mission teacher interns should be readied for their most important task: teaching in inner-city schools—with heart, spirit, and devotion. Beyond the climate of learning which they establish and which may be observed in the classroom lie the deeply hidden feelings of pupils, parents, and professional educators about these "strangers" in their midst. How do they describe the teacher interns who have worked among them for a year? Is there evidence that these Project Mission teachers have gained the affection of the neighborhood children and their families and have really helped them or are they simply being tolerated? Is this feeling different from that which prevailed before Project Mission interns arrived? Have Project Mission interns improved in their ability to work with inner-city pupils? Evidence will be collected from such sources as the pupils themselves, the parents, the local principals, the cooperating teachers, and the project professors.

Child Growth and Development Research Studies—Focus on Pupil Change in Achievement and Ability

Research studies will be designed to test the short- and long-term effects of Project Mission upon the achievement and rate of progress of pupils. Will Project Mission teacher training in courses, practicums, and in supervised probationary teaching have a telling effect on pupils' achievement then and thereafter? Will Project Mission children be able to meet satisfactorily the learning tasks required in their school programs?

The hope is that the teacher interns can be led to value and engage in those activities which will contribute to the cultural enrichment of their pupils, will help overcome or prevent those academic handicaps which otherwise would confront these pupils in higher grades, and will develop their abilities to meet satisfactorily the learning tasks of their appropriate school programs.

Because of the key importance of reading and English, the effectiveness of Project Mission on reading achievement, language development, and the development of communication skills will be made a subject of the evaluative research design. Will reading achievement be improved and maintained through the students' next school years? Or will one or two years of stimulating Project Mission learning experiences prove inadequate to the task of compensating for the limitations imposed by environmental factors and prior inadequate teaching? If Project Mission is really successful, the program should produce significant differences.

Curriculum Research Studies—Focus on College Curriculum

Project Mission involves a variety of training techniques—teacher practicum, field and laboratory experiences in social and psychological foundations, formal course work, demonstrations, observations, seminars, conferences, and outside cultural activities with pupils. The chief questions to be answered here relate to the formal course work versus the practical experience. How do Project Mission enrollees (both withdrawals and continuous enrollees) evaluate the Project Mission college curriculum? What do they consider most valuable, least valuable, and lacking but needed? How do they rate the knowledge gained in course work with the classroom and other day-by-day experiences?

The October 1965 NEA Journal reports a study of students' opinions of education courses. The comments are not very flattering. Many found such courses to be a waste of time or a big joke. Research of a similar nature will attempt to determine whether or not Project Mission enrollees have a high regard for the course work which presumably was to prepare them for inner-city teaching. If it did, something may have been gained. If it did not, improvements may be in order.

Proper research methodology is of great importance. Ideally, one should distinguish between scientific and nonscientific inquiries. Unfortunately the design of the research studies which follow preclude dichotomizing Project Mission's research inquiries into these two categories. Some studies have research hypotheses in which the process of statistical inference can be rigorously followed; other studies have research hypotheses to which strict experimental and statistical controls cannot be applied. The hope here is that common-sense inquiry will produce answers to the research hypotheses as valid as those produced by the process of statistical inference. Despite the fact that on the one hand great use must be made of descriptive statistics while on the other hand limited use can be made of statistical inference, in both instances the acceptance or rejection of hypotheses is the end result of numerous experiments, and they are logical and not statistical conclusions.

The evaluative research design of Project Mission will utilize patterns of study of both descriptive and inferential statistics research. Regardless of the research study, the evaluative research design shall conform to the following outline insofar as possible.

I. TITLE OF RESEARCH STUDY

II. BRIEF STATEMENT OF THE PROBLEM

III. STATED HYPOTHESES

   A. Objectives
   B. Questions

IV. BRIEF REVIEW OF RELATED RESEARCH

   A. General Overview
   B. Selected, Pertinent Studies

V. PROCEDURE

   A. Research Design
   B. Sample Design
   C. Data Collection

      1. Procedures
      2. Collection Devices and Questionnaires

   D. Analysis of Data

      1. Descriptive
      2. Statistical Tests

   E. Time Schedule

VI. BUDGET

VII. APPENDIX

PROJECT MISSION

RESEARCH STUDY NO. 1

I. Title

Study of Attrition Rates of Student-Intern-Teacher Enrollees in Training in Project Mission

II. Brief Statement of the Problem

It is felt that teachers of the disadvantaged should have certain unique personal characteristics and specialized training in order to be successful in their work. No one knows presently what specific personal characteristics, observed in the senior year of college, will give significant indications as to which senior students will last through the specialized Project Mission training on into years of effective teaching in the inner-city. This present study is an attempt to identify the significant characteristics.

III. Stated Hypotheses

A. Objectives

It is anticipated that through review of personal history and experience inventories of Project Mission enrollees and their control counterparts it may be possible to identify specific traits possessed by continuous enrollees not ordinarily possessed by the dropout. To identify and catalog these characteristics, possibly in the order of their relative importance, will be the major objective of the study. To make an accounting of the relative attrition rates will be a minor objective of the study.

B. Questions

1. What percentage of "Teacher Interns" complete their senior year in the Project Mission training program?

2. Of the Project Mission withdrawals in the senior year how many and what percent leave for these reasons:

   a. To return to normal teacher education program in college?

   b. To transfer to another program in college?

   c. To drop out of college?

3. What percentage of "Teacher Interns" completing the Project Mission program in their senior year accept teaching positions in Baltimore City Project Mission situations?

4. What percentage of Project Mission graduates do not accept such positions—for the following reasons:

   a. To teach in "Project Mission" inner-city school elsewhere?

   b. To teach in non-Project Mission inner-city school in Baltimore?
   c. To teach in non-Project Mission inner-city school elsewhere?
   d. To teach in non-inner city situations in Baltimore?
   e. To teach in non-inner city situations elsewhere?
   f. To leave teaching?

5. What percentage of Project Mission graduates accepting Project Mission positions in Baltimore City remain for 2, 3, or 5 years?

6. In what personal history and experience characteristics do leavers differ from continuous enrollees?

7. In what personal history and experience characteristics do continuous enrollees and leavers differ from similar student-teachers in their same year in their same college?

8. How do they differ in student teaching ratings and later evaluations?

IV. Brief Review of Related Research

In October, 1963 Gordon[1] reviewed one of the major concerns of individuals responsible for hiring teachers—retention or turnover. He found several studies directed toward this problem among beginning teachers. Mason and Bain (1959) had found the average rate of teacher turnover to be 17 percent. On the other hand in a study involving districts of 100,000 or more pupils in average daily attendance, the National Education Association, Research Division, (1961) reported a median termination rate of only 7.3 percent. Mason (1961) reported that 51 percent of first-year teachers in his comprehensive survey did not expect to be in teaching five years later, despite the fact they were in general satisfied with their work. Of particular pertinence to the Project Mission study are the findings of Kleinman (1960). He found a significant positive correlation between the previous knowledge of the beginning teacher about the conditions under which he worked and his satisfaction with that work. He drew the conclusion that prospective teachers should be given detailed information about school and community conditions by the school districts recruiting them.

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[1] Garford G. Gordon, "Conditions of Employment and Service in Elementary and Secondary Schools," Review of Educational Research, 33:385, October, 1963.

V. Procedure

A. Research and Sample Design

This study will be conducted primarily through student-intern-teacher accounting and through a study of personal history and experience characteristics obtained by questionnaire. The items will be related to teacher retention and turnover in the program. The experimental group will consist of all the Project Mission interns previously selected by the Project Mission screening committee. The control group will consist of one or two senior students matched, if possible, to each senior Project Mission student for age, sex, race, college, and teacher education program. It will be directly tied in to Research Study No. 2 which deals with many of the same accounting items but concerning personality characteristics as measured by a standardized personality schedule. See Research Study No. 2.

A personal history and experience inventory will be administered to all the Project Mission seniors and their selected counterparts. From the data revealed an attempt will be made to discover whether there is any relationship between teacher characteristics and retention in the Project Mission program. Later on, various evaluative ratings also will be studied in relation to turnover and retention.

B. Data Collection

1. Personal history and experience inventory administered to Project Mission seniors and controls. (Schedule attached.)

2. Recording (from school folders) of dropout and retention data.

3. Recording (from school folders) of evaluative ratings and other pertinent data. (Schedule attached.) Rating schedules are to be developed in Research Study No. 5.

C. Analysis of Data

Project Mission interns in most cases probably will be a universe made up of some volunteers and other persons strongly urged to go into the program. They, therefore, will not in any way constitute a random sample, and sampling statistics of inference will not apply. Also, because of the small number of Project Mission senior students (30 each year) distributed throughout three colleges and three public schools at two instructional levels, statistical tests of inference will not be utilized to evaluate the various college-school-level components of background history and experiences. Rather the tests will apply to the group as a whole, unless two or three strong college-school-level components should emerge. The statistical tests will involve mainly the differences between Project Mission enrollees, controls, and both types of leavers, keeping in mind the pitfalls of using the matching technique in experimentation pointed out by Chen.[2]

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[2] Martin K. Chen, "The Matching Technique in Experimentation: A Re-evaluation," (paper read at the American Educational Research Association, Chicago, Illinois, February, 1966).

D. Time Schedule (covers three groups of interns)

April 1966 October 1966 October 1967	Administration of personal history and experience inventory to Project Mission seniors and controls.
October 1965 to June 1973	Periodic notation of student-intern-teacher retention or withdrawal by reason and of evaluative ratings. If enough teachers remain, the follow-up will continue for five years of actual teaching assignment.

PROJECT MISSION

RESEARCH STUDY NO. 2

I. Title

Teacher Characteristics of Project Mission Interns Who Graduate and Accept Project Mission Positions

II. Brief Statement of the Problem

The goal of Project Mission is the successful preparation of competent teachers to staff schools in the inner city. To meet this goal it will be necessary to select teacher candidates who have the personal characteristics which enable them to develop into successful instructors of inner-city children. Whether there is an identifiable cluster of traits and characteristics common to individuals who will be successful teachers of inner-city children is as yet unknown. Part of the problem which this study hopes to solve is whether such characteristics can be identified, and, if so, what they are. If a pattern of identifiable characteristics can be recognized, it would be of extreme value as an aid in the screening of teacher education candidates and teacher applicants for positions in inner-city schools.

III. Stated Hypotheses

A. Hypotheses

1. Teacher education students who successfully graduate from the Project Mission training pro-

gram and accept Project Mission teaching positions in Baltimore City will exhibit an identifiable cluster of personality characteristics.

2. The personality characteristics of Project Mission education students who successfully graduate from the training program will be different from those who do not graduate.

3. The personality characteristics of Project Mission education students who successfully graduate from the Project Mission training program and who accept Project Mission positions in Baltimore City will be different from those who do not accept positions.

4. The personality characteristics of Project Mission education students who successfully graduate from the Project Mission training program and who accept Project Mission positions in Baltimore City will be different from those of other beginning teachers in the city.

B. Questions

1. What cluster of teacher personality characteristics is common to those who successfully graduate from the Project Mission training program and accept Project Mission positions in Baltimore City?

2. How do these interns compare with those who

withdraw from the Project Mission program?

3. How do they compare with those who graduate but do not accept Project Mission positions in Baltimore City?

4. How do they compare with other graduates teaching in Baltimore City?

IV. Brief Review of Related Research

When an individual prepares for a career in teaching, he spends a large amount of money and time. In addition, the community has invested heavily in education. When teachers do not remain on the job as career employees, there is a great waste both to themselves, to the schools which are suffering for want of trained teachers, and to the community as a whole.

Only a few studies in the recruitment and selection of teachers have dealt with turnover and termination. Murphy[1] in 1962 studied graduates of the University of Georgia to determine which programs most often led toward teaching. She found that students with a bachelor of science in education and those with majors in business education, elementary education, and physical education more often went into teaching than those with majors in agricultural education, English, or social sciences. Men were more likely than women, and younger students were more likely than older students, to change their plans about entering teaching. The secondary school background and the freshman placement examination were not definitive factors relative to who would enter teaching.

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[1] Mary O. Murphy, "A Study of Graduates of the University of Georgia Who Are Certified to Teach With Respect to Entrance into the Teaching Profession," Review of Educational Research, October 1963, Vol. XXXIII, No. 4: p. 357. Cited from Journal of Experimental Education, 31: pp. 55-64, September 1962.

A study by Rabinowitz and Crawford[2] (1960) dealt with the relationship between predictor variables obtained during student teaching and later persistence in the teaching profession. They found that 40 percent of the original group of 1,144 graduates who responded had taught continuously for five years. Six percent had not taught at all. They reported that high school teachers had a much better record of persistence than elementary school teachers did. The study showed that more than three-fourths of the men were teaching five years later, but less than one-half of the women. Older graduates were much more likely to persist than the younger ones, and those who indicated satisfaction with their student teaching experience were more persistent than those who did not. In general, the data showed that male students and women of 30 or more years of age tended to make a career of teaching.

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[2] William Rabinowitz and Kay Crawford, "A Study of Teachers' Careers," Review of Educational Research, October 1963, Vol. XXXIII, No. 4, p. 361. Cited from School Review, 68:377-99, Winter 1960.

Of particular interest are the findings of Kleinman[3] (1960). He found a significant positive correlation between the previous knowledge of the beginning teacher about the conditions under which he worked and his satisfaction with that work. He drew the conclusion that prospective teachers should be given detailed information about school and community conditions by the school districts recruiting them.

V. Procedure

A. Research and Sample Design

This study will be conducted primarily by administering the SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE developed by Cattell, Saunders, and Stice. Both the experimental group of Project Mission students and a comparable control group of other senior education students will respond to the questionnaire. The control group will consist of one or two senior students matched if possible to each senior Project

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[3] Lou Kleinman, "A New Dimension in Teacher Selection," Review of Educational Research, October 1963, Vol. XXXIII, No. 4, p. 385. Cited from Journal of Educational Sociology, 34: 24-33, September 1960.

Mission student for age, sex, race, college, and teacher education program.

If possible, the results of the SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE will be cross classified by sex, teaching level, age, race, subject matter field and evaluative ratings. The responses will be tabulated to determine if different patterns of responses emerge for varying categories of experimental and control student teachers as established in the hypotheses section.

B. Data Collection

1. SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE administered to Project Mission seniors and controls.

2. Recording (from school folders) of dropout and retention data and of evaluative ratings. (Copy attached.)

C. Analysis of Data

Project Mission subjects do not in any way constitute a random sample and sampling statistics of inference will not apply. Also because of the small number of Project Mission senior students (30 each year) distributed throughout three colleges and three public schools at two instructional levels, descriptive statistics will not be utilized to express the various college-school-level components of background history and experiences. Rather the tests will apply to the group as a whole, unless two or three strong college-school-level components should emerge. The statistical analysis will involve mainly the differences between Project Mission enrollees, controls, and both types of leavers, keeping in mind the pitfalls of using the matching technique in experimentation.

D. Time Schedule

April 1965 October 1966 October 1967	Administration of SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE to Project Mission seniors and controls.
October 1965 to June 1973	Periodic notation of student-intern-teacher retention or withdrawal by reason and of evaluative ratings. If enough teachers remain, the follow-up will continue for five years of actual teaching assignment.

PROJECT MISSION

RESEARCH STUDY NO. 3

I. Title

Climate of Learning in Project Mission Classes

II. Brief Statement of the Problem

As the primary goal of Project Mission is to prepare teachers adequately and realistically to staff the inner-city schools, a major part of the research involved will be directed to the determination of teacher growth and effectiveness in the classroom. The problem of measuring whether any given teacher may be judged effective is no simple task, as there is little consensus among educators as to what constitutes effective teaching and to what extent it is determined by the climate of learning which is evident in the classroom. Past research has shown that the problem for research is not so much how to measure classroom behavior and interaction, but rather what behavior and interaction should be measured and how it should be interpreted. It is the hope of this study that through the combined application of the data derived from professional observations of teacher-pupil, pupil-teacher interaction and behavior, and teacher and pupil personality traits, a comprehensive picture of the classroom learning climate may result.

There is little doubt that a strong relationship exists between "effective" teaching and the climate of learning in the classroom. But the emphasis in this study is not to measure whether effective or ineffective teaching in itself is taking place, but rather it is to measure the climate in the classroom which may or may not be conducive to effective learning. If we are able to discern a pattern of personality traits, and therefore behavior, in the classroom which affects pupil learning, either negatively or positively, then we may use this information as a basis for in-service training, teacher preparation, and also for a more precise placement of teachers by teaching level and school.

III. Stated Hypotheses

A. Hypotheses

1. The classroom climate of those teachers who successfully complete the Project Mission training program and accept positions in the inner-city will be different from the classrooms of those teachers who did not complete their training and from those who did not enter the Project Mission training program.

2. Project Mission interns and controls in various subject areas and teaching levels will exhibit differing personality characteristics, and the classroom climate at these levels will vary.

3. Changes in the classroom climate of the Project

Mission students will be apparent when comparing the climate of the senior year to the climate at the end of the training program.

4. Changes in the classroom climate of those students who successfully complete the Project Mission training program will be significantly different from the changes in the classroom climate of those students who teach in non-Project Mission inner-city schools.

5. There is a relationship between observable teacher-pupil behavior and the personality characteristics of the teacher and pupil.

6. The personality characteristics of Project Mission students will vary from students who are not enrolled in Project Mission schools.

B. Questions

1. How does the classroom learning climate differ among those students who complete their training, those students who do not and those students who are not in the Project Mission training program?

2. What are those personal characteristics which distinguish the student who successfully completes the Project Mission program and accepts an inner-city teaching position from those stu-

dents who do not complete their training or do not accept inner-city placement?

3. How do the classroom climate and personal characteristics of the Project Mission and non-Project Mission teachers vary by teaching level, subjects taught, and sex?

4. What changes take place in the classroom climate in the classrooms of the Project Mission teachers and the non-Project Mission teachers between the first and third years?

5. How do the Project Mission students differ from those who are not in the program, and how do they differ from those who do not complete the training program?

6. Is there a relationship between pupil-teacher personality characteristics and the observable classroom climate?

7. What are the personality characteristics of those children in the Project Mission schools and those in the non-Project Mission schools?

IV. Brief Review of Related Research

Within the past twenty years a great amount of research has dealt with an attempt to evaluate classroom teaching objectively. Even though the findings of this research are inconclusive, it remains that much of the research is promising and it is possible that in the future, measurement of effective classroom climate may be achieved. As far back as 1896 rating forms were used as a measure of classroom climate and teacher effectiveness. This proved to be very subjective and of little value in reaching an accurate appraisal of what was going on in the classroom. In recent years some educators have advocated the use of student ratings in evaluating the effectiveness of classroom teaching. There seems to be little question that student ratings are valid measures of student opinion of teachers, but whether these ratings in turn are related to the over-all effectiveness of the teacher and a reflection of the classroom climate is open to argument. Remmers[1] in 1949 found a correlation between the grades a student received and his attitude towards the teacher. He reasoned that at whatever level the classroom learning situation was measured, those students who were able to work at that level would rate their teachers highly.

Another approach to evaluating classroom climate was based on the philosophy that training programs should be concerned not so much with the selection of a particular person, but with trying to teach those methods of performance that would insure successful classrom effectiveness. It followed then that one had only to observe classroom interaction objectively and see what the teacher actually did. Such an observational study was conducted by Barr[2] in 1929. He attempted to observe and record characteristic differences in teaching performance of good and poor teachers in social studies.

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[1] H. H. Remmers, "Are Students' Ratings of Instructors Related to Their Grades?", Journal of Educational Research, 1930, pp. 314-316.

Beginning in 1945, Anderson[3], Brewer, and Reed made exhaustive studies of classroom behavior. Such characteristics as dominative and socially integrative behavior of teachers were observed in order to determine pupil reaction to the differential behavior of teachers. It was found that pupil behavior in the classroom was significantly related to the type of teacher behavior.

The last ten years have seen more research directed toward the problem of determining the personality patterns of teachers with effective classroom situations in an effort to determine what measures or combinations of measures have any predictive value. In 1950 Leeds[4] attempted to use the Minnesota Teacher Attitude Inventory to measure those attitudes of a teacher which would predict how well he would get along with pupils in interpersonal relationships, and indirectly how well satisfied he would be with teaching as a vocation. This study seemed to demonstrate that teacher-pupil relations in the classroom were associated with the kinds of teacher attitudes, but little was done at that time about the effect of training and experience on these attitudes. Callis[5], in an effort to determine in a general way the stability of attitudes to be measured, investigated changes that occur during teacher training and early teacher experience. He concluded that the attitudes measured by the Inventory were of sufficient stability to warrant further investigations as to their efficiency in predicting teacher-pupil interaction, and also in the pre-training selection of teachers. In 1952 Leeds and in 1953 Callis again investigated the relation between teacher attitudes and teacher-pupil rapport as measured by the principal, an observer, and pupil ratings. Both studies showed a significant relationship between the Inventory scores and teacher-pupil rapport as measured by the ratings.

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[2] A. S. Barr, "Teaching Competencies," Encyclopedia of Educational Research, (Rev. Ed.) New York: Macmillan, 1950, pp. 1371-1373.

[3] H. H. Anderson, J. E. Brewer and Mary F. Reed, "Studies of Teachers' Classroom Personalities, III: Follow-up Studies of the Effects of Dominative and Integrative Contacts on Children's Behavior," Applied Psychology Monographs, 1946.

[4] C. H. Leeds, "Teacher Attitude and Temperament As a Measure of Teacher-Pupil Rapport," Psychological Monographs, 1950, 64, No. 6 (Whole No. 312).

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[5] R. Callis, Et al., "Studies on the Effectiveness of Teaching. A Summary Report of Nine Studies," Washington: Division of Field Study and Training, Extension Service, U. S. Department of Agriculture, February, 1953.

Kearney and Rocchio[6] in 1956 examined the relationship of MTAI scores to the type of training institutions attended by elementary teachers and found significant differences in the scores of teachers from liberal arts colleges, teachers colleges, and the university. They also studied the differences between elementary teachers who taught all subjects to the same pupils and 52 teachers who taught many different pupils in such subjects as art, home economics, and physical education. They found significant differences in their scores. The investigators concluded that the teachers who were with the pupils all day were interested in subject matter and the pupil's whole personality, where as teachers of "special" subjects tended to think in terms of subject matter to be covered rather than the development of the pupil and pupil-teacher relationships.

It is common in the field of behavioral sciences to suggest that the effect of one individual upon another is a function of the personality structure of both individuals, so that it is impossible for the teacher to be effective to the same degree with all students. This, of course, does not preclude the existence of a classroom climate which would generally be conducive to good teacher-pupil relationships and interaction. A study dealing with this issue in the classroom setting was conducted by Washburn and Heil[7] in 1960. This study holds some promise as it shifts from the qualities of teachers to an analysis of the interaction between the personalities of students and teachers. There was evidence from the data to indicate that clearly the personality of the teacher has a marked and measurable effect on the progress of her pupils both academically and socially. The Ryans Teacher Characteristics Study[8] attempted to establish a relationship among teacher behavior patterns which were observed in the classrooms, an inventory of "estimated" teacher characteristics, background and environmental variables, and observed pupil behavior. Three major patterns of classroom behavior could be identified. As an outgrowth of the characteristic study, three schedules were developed—one for elementary teachers, one for English-social studies teachers, and one for mathematics and science teachers.

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[6] N. C. Kearney, and P. B. Rocchio, "The Relation Between the MTAI and Subject Matter Taught by Elementary Teachers," Education, Administration, and Supervision, 1955.

N. C. Kearney and P. B. Rocchio, "The Effect of Teacher Education on the Teacher's Attitude," Journal of Educational Research, 1956.

Another aspect of the Ryans' study was to determine what were some of the relationships observed between the behavior of teachers and the behavior of students. The theory behind this type of research is that pupils who behave in certain ways and who possess certain characteristics in the classroom do acquire skills and learning more successfully than do pupils who behave in certain other less desirable ways. Some of the conclusions reached in this study were that pupil behavior appeared to be rather closely related to teacher behavior in the elementary school and almost unrelated to teacher behavior in the secondary school, with the exception of stimulating-imaginative teacher behavior. Age and sex of the teacher seem to have a relationship to pupil behavior.

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[7] Washburn and L. M. Heil, "What Characteristics of Teachers Affect Children's Growth?", School Review, 1960.

[8] D. G. Ryans, "A Study of the Extent of Association of Certain Professional and Personal Data With Judged Effectiveness of Teacher Behavior," Journal of Experimental Education, 1951.

D. G. Ryans and E. Wandt, "Investigations of Personal and Social Characteristics of Teachers," Journal of Teacher Education, 1952.

Studies by Gump and Kounin[9] dealt with the ability of the teacher to develop an environment for effective classroom climate by the way in which discipline in the classroom was handled. Redl[10] in 1963 studied the question of what happens in the classroom situation in relation to how children are dealt with by the teacher and how this treatment differs from parents. His conclusions were that even when teachers tried not to, they dominate the children in more than half of the occasions where there is interaction and that teachers dominate children more than parents.

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[9] P. V. Gump and J. S. Kounin, "The Ripple Effect in Discipline," Elementary School Journal, 1958, 1959, pp. 158-162.

[10] F. Redl and D. Wineman, "Controls from Within," Glencoe, Ill.: Free Press, 1952.

V. Procedure

A. Research Design

This study will be concerned primarily with administering the SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE to the Project Mission interns and their controls and with recording classroom interaction and teacher pupil behavior using the NEW GROWING EDGE.

The JUNIOR-SENIOR HIGH PERSONALITY QUESTIONNAIRE and the CHILDREN'S PERSONALITY QUESTIONNAIRE will be administered to the pupils in the Project Mission classes and in non Project Mission classes.

The same procedures for administering the SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE as outlined in Research Study No. 2 will be followed in this research study. However, present planning is to re-administer the SPFQ at the end of the student's first full year of teaching and, if feasible, at the end of his second year of teaching.

Recording information in the NEW GROWING EDGE will be accomplished through the use of trained observers who will visit the classrooms of Project Mission students and a comparable group of non-Project Mission students at the beginning of their practice teaching experience. This will be re-administered at the end of the student's first full year of teaching. In order to establish reliability of observations, each student will be observed a total of four times each year by two different observers.

The results will be tabulated and analyzed in an effort to determine whether there are in fact discernable and significant differences in the classroom climate between the experimental and control groups as proposed in the hypotheses. If possible, the results will be cross-classified by sex, teaching level, subject matter taught, personality characteristics of the students in the classrooms, and also by those who stay in the training program and those who leave.

B. Data Collection

1. SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE administered to Project Mission seniors and the control group. (Research Study No. 2)

2. SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE readministered to Project Mission teachers and control group teachers at the end of their first full year of teaching.

3. JUNIOR-SENIOR HIGH PERSONALITY QUESTIONNAIRE and the CHILDREN'S PERSONALITY QUESTIONNAIRE administered to the pupils of Project Mission students and control group students.

4. The NEW GROWING EDGE administered by trained observers at the beginning of the student's senior year and at the end of his first full year of teaching. Recording of information of classroom interaction and teacher-pupil behavior.

5. Recording of pertinent background information and drop-out and retention data by clerical staff.

C. Analysis of Data

Because of the relatively small numbers of Project Mission students, no attempt will be made to evaluate each group of senior and second year students as a separate unit. Rather the data will be collected and at the end of the project will be categorized into experimental and control group seniors, and experimental and control groups of second year students. An analysis of the scores will be made and compared for the experimental and control groups and also the profiles will be compared with those profiles common to such persons and occupations as are pertinent to this research question.

In order to understand, evaluate, and interpret the characteristics of the teacher-pupil, pupil-teacher classroom behavior, measures of the personalities of the pupils as well as the teacher interns were included. An analysis of the scores and profiles of those pupils in the classes of the intern-teachers and the control group teachers will be made.

A comparison of scores received on the NEW GROWING EDGE of Project Mission and control group students will be made at the beginning of the senior year and at the end of the first full year of teaching. This procedure will ascertain initial differences between the classroom climate of the experimental and control groups, and then at a later data, will reveal the changes which may have taken place and the extent of these changes in their effect on the classroom climate.

D. Time Schedule

April 1966 October 1966 October 1967	Administer SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE to Project Mission seniors and control groups.
June 1967 June 1968 June 1969	Re-administer SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE to Project Mission teachers and control group teachers.
May 1966 October 1966 October 1967	Administer NEW GROWING EDGE to Project Mission seniors and control groups.
June 1967 June 1968 June 1969	Re-administer NEW GROWING EDGE to Project Mission teachers and control group teachers.
October 1966 October 1967	Administer the JUNIOR-SENIOR HIGH PERSONALITY QUESTIONNAIRE and the CHILDREN'S PERSONALITY QUESTIONNAIRE to pupils of Project Mission teachers and pupils of control group teachers.

PROJECT MISSION

RESEARCH STUDY NO. 4

I. Title

Environmental Characteristics and Background Experiences of Project Mission Children

II. Brief Statement of the Problem

The Project Mission program reaffirms the prevalent thought that there are experiences, or lack of certain experiences, in the home and social environment which are peculiar to the inner-city child, and that these inevitably create a situation which is debilitative in an increasing rate as the child progresses through school. The purpose of research effort into the personal and socio-economic background of experiences of these children is not to limit itself to an enumeration of the types and numbers of their experiences. Rather it is to use this information as a basis or frame of reference for exploring, testing, and discovering ways of both minimizing the disadvantageous effects of these experiences on school success and utilizing those experiences which might ensure success. It is evident also that this information should be used to minimize any negative effects of the present school culture on these children.

By securing knowledge of the backgrounds and culture of its students, with all its implications, the school is in a position to stimulate changes in certain types of cultural behavior, such as clothing, food habits, manners, study habits, and occupational aspirations without denying the existence of the students' own sub-culture. If the school is to be of real use to its students, it has an obligation not only to help them to develop a healthy attitude toward themselves and their school work, but also to change its attitudes toward these children so that they may recognize that the school does have faith in their ability to achieve in school and to succeed in life.

III. Stated Hypotheses

A. Hypotheses

1. The extent and type of school-parent involvement will vary among the three groups under study, namely, the Project Mission, non-Project Mission and non-inner-city parent groups.

2. The extent and type of school-parent-teacher involvement with the students in the Project Mission, non-Project Mission, and non-inner-city groups will vary.

3. Differences in the pre-school experiences and pre-school preparation of children by their parents will be in contrast in the three groups.

4. Differences in achievement will be related to certain characteristics present in personal and family backgrounds and attitudes of the three groups.

5. The amount of learning interaction between students and parents which takes place in the home is related more directly to achievement and I.Q. scores than to the parent's occupation, social status, or educational level.

6. For those students who are not achieving, or are underachieving, we will find a more dramatic history of environmental changes.

7. The types of school and out-of-school activities in which students participate will differ among the three groups.

B. Questions

1. Are differences in school achievement related to:
    a. The level of education and the value placed on education by the significant adults in the student's life?
    b. The extent to which students are motivated and reinforced by parents or other important adults?
    c. The importance or relevancy which the school has for the student's personal advancement?

2. Is there in reality a difference in the kind of involvement of parents of children depending upon the location of the schools and the degree to which the schools involve the parents?

3. Are the attitudes of the parents more significantly related to school success of their children than are their socio-economic and educational levels?

4. Are there significant differences in the learning and social experiences of students according to the socio-economic characteristics and other environmental characteristics?

5. Are the effects of environmental change of such magnitude that they have significant effect on school success, and is there a relationship between the degree of change and the degree of effect it has?

6. Do the students from the various groups engage in activities which are different in nature or degree?

IV. Brief Review of Related Research

Research in the field of behavioral sciences, particularly in education, has indicated a probable correlation between such variables as socio-economic position and characteristics and academic achievement. This correlation holds generally with large aggregates of the population despite internal variations in the sub-groupings. The fact is, however, that research and educators cannot ignore these sub-groups or individual variations, as to do this is to do injustice to the individual development of the child which education covets, and to do injustice to society as a whole.

In the following review of the literature in this area, the research studies will be concerned with the effects of environments on intelligence and school achievement, and also the effects of differing environments on the individual.

Freeman, Holzinger, and Mitchell[1] in a study of effects of environment on intelligence used identical twins reared together and reared apart. On measures of intelligence, they found that identical twins, when reared apart, correlated .67 to .84 as compared with .90 to .94 for identical twins reared together. In a study of siblings Burt (1958)[2] found that siblings reared together correlate slightly higher than do the siblings reared apart. From these studies, then, one may draw the tentative conclusion that with similar levels of intelligence, accompanied by dissimilar environments, somewhat different levels of measured intelligence will result.

Various other researchers have attempted to determine the proportions of the variance attributable to heredity and environment. These estimates vary from estimates of 60% attributable to heredity by Woodworth (1941)[3] to estimates of 77% to 88% attributable to heredity by Burt. Whether these estimates are accurate or not is not the critical question, as the fact remains that all are in agreement that part of this variance is attributable to the effect of the environment in which a child is reared. Bloom[4] takes the view that intelligence is a developmental characteristic so that the environment could block and retard certain developments in an individual, and it is likely (although less clear) that the environment could facilitate and accelerate these developments. Sontag (1958)[5] and Burks (1928)[6] found that for the children whom they studied, the I.Q.'s changed as much as 20 points under what were considered to be favorable and unfavorable environments.

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[1] F. N. Freeman, K. V. Holzinger, and B. C. Mitchell, "The Influence of Environment on Intelligence, School Achievement, and Conduct of Foster Children," National Society for the Study of Education Yearbook, 1928, Vol. 27, I, pp. 103-218.

[2] Sir C. L. Burt, "The Inheritance of Mental Ability," American Psychology, 13, 1958, pp. 1-15.

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[3] R. S. Woodworth, "Heredity and Environment: A Critical Survey of Recently Published Materials on Twins and Foster Children," Social Science Research Council Bulletin, No. 47, 1941.

[4] Benjamin Bloom, Stability and Change in Human Characteristics, New York: John Wiley & Sons, Inc, 1964.

[5] L. Sontag, C. Baher, and V. Nelson, "Mental Growth and Personality: A Longitudinal Study," Monograph Social Research in Child Development, 23, No. 2, 1958, pp. 1-143.

[6] B. S. Burks, "The Relative Influence of Nature and Nurture Upon Mental Development," National Society for the Study of Education Yearbook, 27, I, 1928, pp. 219-316.

Bloom has developed a hypothetical table of the possible effects of environment on the development of intelligence when persons live under different environments. (It is based only on the first 17 years of life and also on the assumption that loss of development in one period cannot be fully recovered in another period) He stresses that extreme environments can have far greater effects in the early years of development than they can have in later years. This means that deprivation in the first four years of life, or the pre-school years, can have far greater consequences than deprivation in the ten years from ages 8-17 and still less after reaching twenty years of age If we accept this hypothesis, the implications for an early meaningful schooling are quite clear. There have been a number of studies on the effects of deprivation in relation to this hypothesis Two studies which most clearly establish the pattern of change in relation to the environment are those by Kirk (1958)[7] and Lee (1951)[8]. In each of these studies, children in contrasting environments were repeatedly tested In the Kirk study, two groups of institutionalized mentally retarded children were tested Half were given a special pre-school experience designed to stimulate learning. These children were re-tested at the end of the year and then again several years later. The children in the experimental group gained in a rather consistent pattern, while those in the control group by contrast decreased in measured intelligence with only two showing any gain.

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[7] S. A. Kirk, Early Education of the Mentally Retarded, Urbana: University of Illinois Press, 1958

[8] E. S. Lee, "Negro Intelligence and Selective Migration: A Philadelphia Test of the Klineberg Hypothesis," American Sociological Review, 16, 1951. pp 227-233

The Lee study followed a number of groups of Negro children who had been born in Philadelphia and children who had been born in the South and later moved to Philadelphia, and repeatedly tested them until grade 9. The main finding of this study was the decreasing effect upon intelligence of an improved environment as the children's age increased.

In his many research studies Martin Deutsch[9] has stated that among children from lower-class, socially impoverished circumstances, there is a high proportion of school failure, school drop-outs, and reading and learning disabilities as well as life adjustment problems. He does emphasize, as does Bloom, that the relationship between social background and school performance is not a simple one. The problem then for research becomes one of defining what aspects of the background are most influential in producing certain kinds of deficits in skills.

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[9] Martin Deutsch, "The Disadvantaged Child and the Learning Process," in Passow, Harry A. (Ed) Education in Depressed Areas, New York: Teachers College Columbia University, 1963.

In environments where models of language usage are poor and language development is discouraged, the development of general intelligence will be retarded or blocked just as the presence of good usage will stimulate the development of general intelligence. (Bernstein, 1960[10]; Milner, 1951[11])

The nature of the interaction between adults and children is also important in the differentiation of effects between abundant and deprived environments. Obviously, a minimal interaction between adults and children would present little opportunity for the development of the necessary skills already described. This was found to be particularly true in the research of Sontag, et al (1958) which established the difference between the intelligence of children whose parents emphasize intellectual achievement and children whose parents place little emphasis on this type of achievement. Baldwin, et al (1945)[12] also established that children whose parents were both democratic and warm in their relationships with children developed higher levels of intelligence than children whose parents were authoritarian and cold in their relations with children.

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[10] B. Bernstein, "Aspects of Language and Learning in the Genesis of the Social Process," Journal of Child Psychology and Psychiatry (Gr. Britain) 1, 1960, pp. 313-324.

[11] E. A. Milner, "A Study of the Relationship Between Reading Readiness in Grade One School Children and Patterns of Parent-Child Interaction." Child Development, 22, 1951, pp. 95-112.

[12] M. W. Baldwin, J. Kalhorn, and F. H. Bruse, "Patterns of Parent Behavior," Psychological Monographs, 58, 1945.

One of the more recent research studies of the relation between environmental process variables and general intelligence is that by Wolf (1963)[13]. He suggested that 13 process variables could describe the interactions between parents and children relative to the development of intelligence. He found a multiple correlation of .76 between those ratings and I.Q. scores as opposed to a .40 or less correlation between the I.Q. scores and such environmental variables as social status, parent's occupation, or parent's education.

It seems evident from the available research that there is a need for more research of a longitudinal nature on the amount of change in intelligence which can be produced and measured by shifting a person from one environment to another. In areas of the inner-city where environmental conditions are extreme and where mobility is high, we may expect to find many children drastically affected. This effect, in turn, appears in school performance of these children both in intellectual change and achievement. Several studies (Lee, 1951; Webster et al, 1962[14]; and Dressel and Mayhew, 1954[15]) suggest that changes in the individual are greater in the first time period (whether it is a semester in school or a year) in the new environment than in succeeding units of time. These changes make this first time period one of particular concern.

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[13] R. M. Wolf, "The Identification and Measurement of Environmental Process Variables Related to Intelligence," PhD. Dissertation in progress, University of Chicago, 1963.

Cloward and Jones[16] attribute lower achievement levels in low-income groups to a variety of factors in the environment of these children. Among these are the decreased amount of instructional time due to high teacher turnover, lack of experienced teachers, and the geographic mobility of low-income families. Another factor which affects motivation is the parental attitude toward occupational mobility. Hyman[17] in a summary of data gathered in New York's lower East Side shows that there are socio-economic differentials in judgments regarding the attainability of occupational goals. These results suggest that the impact of social origins affects perception of the importance of the role of education in the lives of parents and their children.

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[14] H. Webster et al, "Personality Changes in College Students," The American College, New York: Wiley, 1962, pp. 811-846.

[15] P. L. Dressel and L. B. Mayhew, General Education: Explorations in Evaluation, Washington: American Council on Education, 1964.

[16] Richard A. Cloward and James A. Jones, "Sociological Aspects of Education in Depressed Areas," in Passow, Harry A. (Ed) Education in Depressed Areas, New York: Teachers College Columbia University, 1963.

[17] Herbert H. Hyman, "The Value Systems of Different Classes: A Social-Psychological Contribution to the Analysis of Stratification," in Reinhard Bendix and S. M. Lipset (Eds.), Class Statu and Power, New York: The Free Press, 1953.

Hyman's data showed that, generally, parents who visit school or who participate in PTA activities value education more highly. It was also evident that the impact of school involvement was greater in the lower and working classes than the middle-classes. Thus, efforts to involve lower-class parents in school matters is likely to result in increased interest in the academic achievement of their children.

V. Procedure

A. Research Design

This study is concerned with gathering and evaluating environmental data relating to the children in Project Mission and non-Project Mission classes. To obtain these data, a questionnaire will be administered to the parents of the children in the previously established experimental and control groups. (See Study No. 1)

The potential number of parents who could be interviewed each year is close to 2,500. As it would be difficult in terms of time and staff to interview such a large number, a stratified random sampling will be drawn from the parents of children enrolled in the experimental and control groups. The stratification will be based on information as to the father's occupation in order to obtain social class levels.

Parents selected in the sample will be interviewed (the interview time may range from 60 to 70 minutes), and every home will be rated on each of the characteristics in a questionnaire. The questionnaire is designed to elicit information which will give a comprehensive picture of specific characteristics in the environment and school, pupil, parent and teacher interactions.

B. Data Collection

1. Questionnaire administered to parents of Project Mission and non-Project Mission students by interview.

2. Academic achievement, intelligence scores, and other necessary data as set forth in the hypotheses gathered on students in Project Mission and non-Project Mission classes. See administration of achievement and ability tests under Research Study No. 6.

C. Analysis of Data

The data will be rated on a scale depending on the specific characteristic to be measured. The ratings received for a particular environmental characteristic will be correlated with the individual student s academic achievement. general intelligence scores, curriculum, participation in school and community activities, etc The ratings also will be combined and averaged so that a total environmental rating may be obtained The available data for test scores, achievement, etc, will be correlated with the environmental ratings. It is anticipated that through this instrument, a higher and more precise relationship may be found than in previous studies which use mainly socio-economic levels and general environmental measures as indices of the "quality" of the environment and its effect on academic achievement and school success.

It is anticipated that the questionnaire will provide sufficient information for analysis by administering it to parents of children in their first year in Project Mission classes It is possible, however, that the questionnaire will be administered to this same group at the end of the project to ascertain whether certain environmental processes have been affected through contact with the Project Mission program.

If circumstances permit (time, staff, budget), the questionnaire procedure will be replicated with future classes of interns.

D. Time Schedule

September 1966 September 1967	Record appropriate student information which will be related to the data from the questionnaire.
October 1966 October 1967	Administer questionnaire to parents of children in Project Mission and non-Project Mission classes.

PROJECT MISSION

ADJUNCT RESEARCH STUDY NO. 4A

I. Title

Research on Children's Word Associations

II. Brief Statement of the Problem

It has been firmly established that linguistic development can be scaled on a sociological-type continuum—

High ____ Low

Urban children high+low status	Rural Maryland	Old order Amish children (also rural)

The surprising thing about this scale is that urban children of both high and low status occupy substantially the same position. There are very small differences favoring the high urban over the low urban group—in some analyses not even attaining statistical significance even though generally positive results are easy to observe because of large numbers of subjects and control on a wide variety of factors. The differences between the two urban status groups on other factors are large. In addition to residential locus, they include 3-6 years' difference in father's educational level, an almost 100 percent increase in family income, and great differences according to scales of father's occupation. Differences on all these variables seem subjectively to be as large as rural-urban differences. The question is then whether residential locus itself, rather than background factors in the home and family, is the crucial factor in language development. An obvious next step is to study an even more extreme urban group in terms of cultural deprivation, namely slum dwellers in the inner city.

III. Stated Hypotheses

The hypotheses stem from two topics to be discussed separately:

A. To our knowledge, no work other than that at The Johns Hopkins University has used social status, residential locus, and subcultural membership in a controlled survey of children's word association. It has turned out that these variables account for considerable variance and seem to be associated with distinct patterns of development. Differences in pattern of development allow one to get some purchase on the problem of how verbal associates ordinarily develop That is, if two groups of children are matched on I.Q., sex, grade, and differ only in residential locus, then differences in development are attributable to some factor related to locus. This puts us in a position to seek remedies for retarded development or to understand the natural sequence of word learning.

With sociological variables, then, it is because previous groups have displayed a provocative pattern that we wish to sample further values along a sociological continuum In particular, the underlying factor producing the rural-urban and Amish-Maryland differences is hypothesized to be exposure to spoken language Exposure is not necessarily reduced in the urban slum groups, even though other factors (income, father's occupational level, etc.) differ. Therefore a study of this new group may shed light on an important theoretical matter

B. There is currently increasing concern with the educational handicap suffered by children from impoverished pre-school environments Concern is mainly manifest at present for urban slum dwellers, especially those of Negro or other non-white racial designations. The research relates to this problem in two ways: suggesting the nature and perhaps remedy for part of the deficit, and offering a possible method to measure improvement after remedial measures have been undertaken. Some of the problems associated with slum residence may be more closely linked to rural problems than seems likely at first thought, since the worst slum areas, if Baltimore is any example, are inhabited by persons who have recently migrated from poverty-stricken rural areas to the south and west. The present research will offer some precise information that may be useful in mapping strategies to overcome cultural deprivation, and possibly also apply results to other groups in the country

IV. Brief Review of Related Research

Since 1961 The Johns Hopkins University has been engaged in research on children's word associations supported by the National Institute of Child Health and Development. Stratified samples of children, ages 5, 6, 8, and 10 (grades K, 1, 3, and 5) have been studied. These children resided for the most part in Baltimore County, Maryland, although some Amish near Lancaster, Pennsylvania, and some German, in Schleswig-Holstein, have been included.

Recently a book summarizing this work has gone to press (The Johns Hopkins University Press), and it will appear after the first of the year. Reprints include: Entwisle, D. R. and Forsyth, D. F., word associations of children: The effect of method of administration, Psychol. Rep., 1963, 13, 291-299; Entwisle, D. R.; Forsyth, D. F. and Muuss, R., The syntatic-paradigmatic shift in children's word associations, J. verb. Learning verb. Behav., 1964, 3, 19-29 and pre-publication copies of papers in press include Entwisle, D. R., Form class of children's word associations, J. verb. Learning verb. Behav.; Entwisle, D. R., Sociolinguistics: A developmental and comparative study in four subcultural settings, Sociometry. These papers give an idea of the nature and scope of this research.

Briefly, word associations are obtained to a set of 96 stimulus words from children using an individual interview procedure. Over the age range 5 to 10, important changes occur in these associations, and the changes are highly correlated with linguistic development. Different groups of children (rural, Amish, urban, etc.) develop at different rates.

V. Procedure

A. Research Design

The methods will parallel those used previously (1961-64) insofar as possible. Ideally children from four grade groups, (kindergarten, 1st, 3rd, and 5th) equally divided by sex would be pre-selected on I.Q., according to the following pattern:

Grade	K	1	3	5	K	1	3	5
High I.Q. (over 122)	20	20	20	20	20	20	20	20
Medium I.Q. (95-105)	20	20	20	20	20	20	20	20
Low I.Q. (85 or less)	20	20	20	20	20	20	20	20

Previous work indicates that sub-groups of size 20 are adequate to reveal changes when sufficient control is exercised. It seems unlikely that children of high I.Q. according to previous definitions will be available in sufficient numbers to complete the design. In this event, only 320 children (the medium and low I.Q. strata) will be included.

B. Data Collection

Prior to the interviewing, pupil folders are reviewed, and children of the necessary grade, sex, and I.Q. are selected. Teachers are then asked to participate, and are furnished with lists of children who will be interviewed. Individual children are escorted from the classroom to a nearby location, and asked to respond with the first word they think of to each of the 96 stimulus words. Depending on the age of the child, this takes from 10 to 20 minutes. There are no words on the list relating to sex or other taboo topics. (The list is attached.) The interviewer records the child's responses, and the child is told that he is playing a "word game." Children enjoy the procedure. After a child has been interviewed, he is escorted back to his room and the next child leaves. The measure used is the rate of paradigmatic responding over different form classes.

C. Analysis of Data

The investigator will analyze the data for these groups in order to determine their place in the linguistic continuum.

D. Time Schedule

September 1965 to August 1966	Administration of the stimulus words and the analysis of data will take place during the 1965-66 school year.

PROJECT MISSION

RESEARCH STUDY NO. 5

I. Title

Development of Project Mission Interns in Working with Inner-City Pupils

II. Brief Statement of the Problem

One of the main purposes of Project Mission is the development of skills of the interns in working with inner-city pupils. This includes not only skills in teaching techniques but also inter-personal relationships with the children, their families, and other members of the community. If these skills can be developed through Project Mission training, then it is probable that inner-city schools will have better teachers who may be more likely to remain in the inner-city positions since success on a job generally leads to satisfaction with that job.

While many of the skills to be developed will be of the nature of measureable techniques and procedures in teaching the culturally disadvantaged, others such as acceptance, attitude, and skill in developing rapport may not be as easily measured by existing instruments. New measurement devices may have to be developed.

The success of Project Mission training will be apparent in the ability of the teacher interns to work more successfully with inner-city children than do graduates of regular teacher preparation programs.

III Stated Hypotheses

A. Hypotheses

1. Inner-city pupils will react favorably to Project Mission interns as measured by replies on a pupil questionnaire regarding feelings toward the interns.

2. Parents of inner-city pupils will react favorably to Project Mission interns as measured by replies on a parent questionnaire regarding feelings toward the interns.

3. Project Mission interns will score higher than the control group of beginning teachers when rated on Baltimore City's Progress Report of Education Staff Members by the cooperating teachers, project professors, and principals.

B. Questions

1. Will inner-city pupils react more favorably to Project Mission interns than to other beginning teachers?

2. Will the parents of inner-city pupils react more favorably to Project Mission interns than to other beginning teachers?

3. Will the Project Mission interns score higher than the control group of beginning teachers when rated on Baltimore City's Progress Report of Education Staff Members by the cooperating teachers, project professors, and principals?

4. Will Project Mission interns be more successful, in general, in working with inner-city pupils and families than will the control group of beginning teachers?

IV. Brief Review of Related Research

A search of the literature reveals that very little research has been done which relates specifically to developing the skills of teachers working with inner-city children. The REVIEW OF EDUCATIONAL RESEARCH[1] (October 1963) states that Ryans "attempted to establish relationships between (a) certain behaving styles and teacher characteristics on the one hand and (b) environmental conditions on the other—e.g., grade level and subject taught, size of school in which teaching occurred, size of community, socio-economic status of community in which teaching took place, cultural level of community, and methodological emphasis of the school in which teaching was done."

This study of Ryans is further described in terms of an information system model culminating in teacher behavior which is influenced by two major sets of inputs--the capabilities and characteristics of the teacher and conditions external to the teacher, including the culture of which the pupil is a part. The point is made that communication between teacher and student is "dependent upon common past experiences of sender and receiver, on behavioral sets and states of readiness, and on current conditions and circumstances." This finding points up the value of the Project Mission program, for through its training, the intern teachers will have an opportunity to learn the common experiences, conditions and circumstances under which inner-city pupils exist and operate. The interns will then be better able to communicate with these pupils and their families.

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[1] p. 426.

Haberman[2] (1963) made a comparison of interns and regular first-year teachers. He used a team of three observers trained to use Ryans' Classroom Observation Record. Results were not statistically significant except in one area. The proportion of interns rated more "responsible, systematic, and business-like" was significant beyond the .01 level. However, it was felt that factors such as the work experience, greater maturity, and motivation of the interns may have accounted for this difference rather than the intern training program itself. Flanders (1960) noted that "indirect teacher behavior fostered increased pupil learnings but that the pupils who learned most and scored highest on classroom attitude scales were those exposed to flexible patterns of teacher influence."[3] Heil and Washburne (1962) in a study of pupil gains on the Stanford Achievement Test found that gains were greatest with "self-controlling teachers, intermediate with turbulent teachers, and least with fearful teachers."[4] Although these studies were not carried out specifically with reference to pupils in inner-city environments, they do indicate directions which research may take in determining the degree of skill developed by the Project Mission interns in working with inner-city pupils and their families.

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[2] Martin Haberman, "A Comparison of Interns with Regular First Year Teachers," The Journal of Educational Research, Vol. 59, No. 2, October 1965, pp. 92-94.

V. Procedure

A. Research Design

This study will be conducted primarily by administering questionnaires to the pupils in the control and experimental groups and to their parents. These questionnaires will focus on personal reactions to the interns and control group teachers. Cooperating teachers, project professors, or principals will rate the interns and the control group of beginning teachers on the Project Mission Evaluation of the Internship form and on the Baltimore City's Progress Report of Education Staff Members.

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[3] Review of Educational Research, Vol. XXXIII, No. 4, October 1963, p. 430.

[4] Ibid.

The responses to the pupil questionnaires and the parent questionnaires will be tabulated to determine whether the parents and pupils express greater satisfaction with the Project Mission interns than with the control group of beginning teachers.

The ratings by the cooperating teachers, project professors, or principals will be tabulated to determine whether the Project Mission interns are more successful as inner-city teachers than are the members of the control group.

If possible, the responses to the questionnaires and the ratings of the interns will be cross-classified by personality factors and by personal factors such as sex, teaching level, age, race, and subject matter field. The responses and ratings will be tabulated to determine whether different patterns of responses and ratings emerge for varying categories of experimental and control teachers.

B. Data Collection

1. Pupil questionnaire administered to all pupils

in experimental and control classes, Grade 5 and above.

2. Parent questionnaire sent to homes of all pupils in experimental and control classes.

3. Rating of all Project Mission interns and beginning teachers in the control group on Project Mission Evaluation of the Internship form and on Baltimore City's Progress Report for Education Staff Members. Ratings to be made by cooperating teachers, project professors, or principals.

4. Personal History and Experience Inventory and Sixteen Personality Factor Questionnaire administered in studies 1 and 2.

C. Analysis of Data

Project Mission interns in most cases probably will be a universe made up of some volunteers and other persons strongly urged to go into the program. They, therefore, will not in any way constitute a random sample, and sampling statistics of inference will not apply. Also, because of the small number of Project Mission interns (less than 30) distributed throughout three colleges and three public schools at two instructional levels, statistical tests of inference will not be utilized to evaluate the various college-school-level components of pupil and parent reaction and professional ratings. Rather, the tests will apply to the group as a whole, unless two or three strong college-school-level components should emerge. The statistical tests will involve mainly the differences between the Project Mission experimental group and the control group, keeping in mind the pitfalls of using the matching technique in experimentation pointed out by Chen.[5]

D. Time Schedule

May 1967 May 1968	Questionnaire to pupils of experimental and control group teachers.
May 1967 May 1968	Questionnaire to parents of pupils taught by experimental and control group teachers.
June 1966 June 1967 June 1968	Rating of Project Mission interns and control group teachers by the cooperating teachers, principals, and project professors.

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[5] Martin K. Chen, "The Matching Technique in Experimentation: A Re-evaluation," (paper read at the American Educational Research Association, Chicago, Illinois, February, 1966).

PROJECT MISSION

RESEARCH STUDY NO. 6

I. Title

Study of the Effects of Project Mission on Pupils' Academic Achievement and Study Skills

II. Brief Statement of the Problem

The main objective of the Project Mission teacher training program is to provide better preparation for prospective teachers of disadvantaged, inner-city children. This study is designed to compare the achievement rate and basic skills of pupils in Project Mission classes with those of pupils in control groups taught by traditional methods. If the Project Mission training program is effective in preparing teachers for instructing inner-city children, it is anticipated that pupils in the classes of Project Mission teachers will show a higher rate of achievement and greater skill than those in control classes.

III. Stated Hypotheses

A. Hypotheses

1. Pupils in classes being taught by Project Mission personnel—teacher interns, and/or cooperating teachers—will score higher at the end of the first year on a battery of achievement tests than

will pupils in control classes.

2. If pupils remain in Project Mission classes for three years, the program will produce a significant difference not only in achievement but also in intelligence quotient.

3. Even one year of Project Mission instruction will produce a significant difference in achievement and study skills two years later.

4. Pupils in classes with Project Mission teacher-interns who receive high evaluations will make a greater change in achievement than those whose Project Mission teacher-interns receive low evaluations.

B. Questions

1. How does change in achievement of pupils in Project Mission classes compare with that in the control classes at the end of the first, second, and third years?

2. If pupils remain in Project Mission for three years, does the program produce a significant difference in their intelligence quotients?

3. Will only one year of Project Mission instruction produce a lasting difference in the achievement and study skills of pupils when measured two years later?

4. Will pupils in classes of teacher-interns receiving high evaluations achieve significantly better than pupils in classes of teacher-interns receiving low ratings?

IV Brief Review of Related Research

The REVIEW OF EDUCATIONAL RESEARCH in its issue of April 1965 discussed the education of disadvantaged groups. The REVIEW stated that "The concern with the socially disadvantaged as a specific educational grouping and as a specific educational problem is relatively recent." (p. 142) Cited are books by Hunt, Bruner, Bloom, Passow, Schreiber, and Klopf and Laster While not all of the substance of these books deals with actual research studies, the implication is that with proper educational planning much can be done by the school to overcome deficiencies resulting from limited social environment. The emphasis has been upon compensatory education to alleviate handicaps sustained from inadequate home environment.

In order to provide an adequate program of compensatory education, teachers are needed who are skilled in working with inner-city children and who have the pedagogical techniques which are effective in motivating such pupils to achieve. Queens College, Flushing, New York, is conducting a project, Building Resources of Instruction for Disadvantaged Groups in Education.[1] Familiarly known as the "BRIDGE Project," it is a study of the preparation of teachers for schools in underprivileged areas. The main objective is to "better prepare teachers to help slum children to learn." Their principal interest is in the long-range question of how their graduates who teach in "difficult" schools can become "competent and confident teachers." To date the program has been tried out in junior high schools located in depressed areas of the city. The statement does not report results which show that the project has made a significant impact on the "demonstration" classes. However, the demonstration was regarded as successful enough to warrant its continuation.

A study of Negro pre-schoolers by Gray and Klaus reported in the REVIEW OF EDUCATIONAL RESEARCH, December 1964, states that "the average I.Q. score of an experimental group of youngsters was increased 10 points, from 85.6 to 95.7, whereas the average score of a similar, nontreatment control group declined from 87.4 to 83.4." (p. 604) This finding is typical of those studies which indicate that the I.Q. as measured by tests is not immutable and that scores may be changed when disadvantaged youngsters are given an enriched environment and special instruction.

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[1] Helen Storen, Albert J. Harris, Robert Edgar, and Leonard Kornberg, "The BRIDGE Project--A Study of the Preparation of Teachers for Schools in Underprivileged Areas." Mimeographed report distributed at AERA meeting, Chicago, February 1963.

V. Procedure

A. Research Design

The experimental classes will consist of all classes taught by Project Mission teachers. Control classes will be drawn from existing classes, matched as closely as possible to those of the experimental group on teacher experience, location of school and organizational pattern, and pupil population characteristics.

This study will be conducted by administering batteries of achievement tests, intelligence tests, and tests of basic skills to pupils in the Project Mission classes and to pupils in the control classes. From the data obtained, an attempt will be made to discover whether there is any relationship between length of time spent in Project Mission classes and achievement, between Project Mission instruction and intelligence test scores, between Project Mission teaching and basic skills, and between evaluative ratings of Project Mission teachers and pupil achievement.

B. Data Collection

It is proposed to make use so far as is possible of the results of the citywide achievement and ability testing program—that is to use the results in the elementary grades of the Metropolitan and Stanford Achievement Batteries and in the seventh and ninth grades of the Stanford Advanced Battery, Partial Form, and of other available ability tests in all grades. Where citywide test data are not available, special testing will be necessary.

Both experimental and control groups will be tested in addition by the Iowa Test of Basic Skills for grades three through nine, and the first and second grades by other tests, as appropriate. A non-verbal intelligence test will be administered to both the experimental and the control groups as a pre-test and again as a post-test to ascertain change in intelligence test scores as a result of the Project Mission program.

The evaluative ratings of teachers will be collected under Research Study No. 1.

C. Analysis of Data

Because of the small number of Project Mission senior students (30 each year) distributed throughout three colleges and three public schools at two instructional levels, statistical tests of inference will not be utilized to evaluate the various college-school-level components of background history and experiences. Rather the tests will apply to the group as a whole, unless two or three strong college-school-level components emerge. The statistical procedures utilized will include descriptions such as means, medians, standard deviations. The analysis of variance techniques will test the differences within and between experimental and control groups.

D. Time Schedule

Group A Teacher Interns' Classes*

Teachers' First Probationary Year	Sept. 1966	Test achievement and intelligence and basic skills 30 Experimental Classes (1,200 pupils) 30 Control Classes (1,200 pupils)
	June 1967	Re-test achievement and intelligence and basic skills 30 Experimental Classes (1,200 pupils) 30 Control Classes (1,200 pupils)
Teachers' Second Probationary Year	Sept. 1967	Test achievement and intelligence and basic skills 30 Experimental Classes (1,200 pupils) 30 Control Classes (1,200 pupils)
	June 1968	Re-test achievement and intelligence and basic skills 30 Experimental Classes (1,200 pupils) 30 Control Classes (1,200 pupils)

Group B Teacher Interns' Classes*

Teachers' Senior Year of College	Nov. or Dec. 1966	Test achievement and intelligence and basic skills 30 Experimental Classes (1,200 pupils)

		30 Control Classes (1,200 pupils)
	June 1967	Re-test achievement and intelligence and basic skills 30 Experimental Classes (1,200 pupils) 30 Control Classes (1,200 pupils)
Teachers' First Probationary Year	Sept. 1967	Same as Group A for Sept. 1966
	June 1968	Same as Group A for June 1967
Teachers' Second Probationary Year	Sept. 1968	Same as Group A for Sept. 1967 if funds are available
	June 1969	Same as Group A for June 1968 if funds are available

Group C Teacher Interns' Classes*

Teachers' Senior Year of College	Nov. or Dec. 1967	Same as Group B for Nov. or Dec. 1966
	June 1968	Same as Group B for June 1967
Teachers' First Probationary Year	Sept. 1968	Same as Group A for Sept. 1966 if funds are available
	June 1969	Same as Group A for June 1967 if funds are available
Teachers' Second Probationary Year	Sept. 1969	Same as Group A for Sept. 1967 if funds are available
	June 1970	Same as Group A for June 1968 if funds are available

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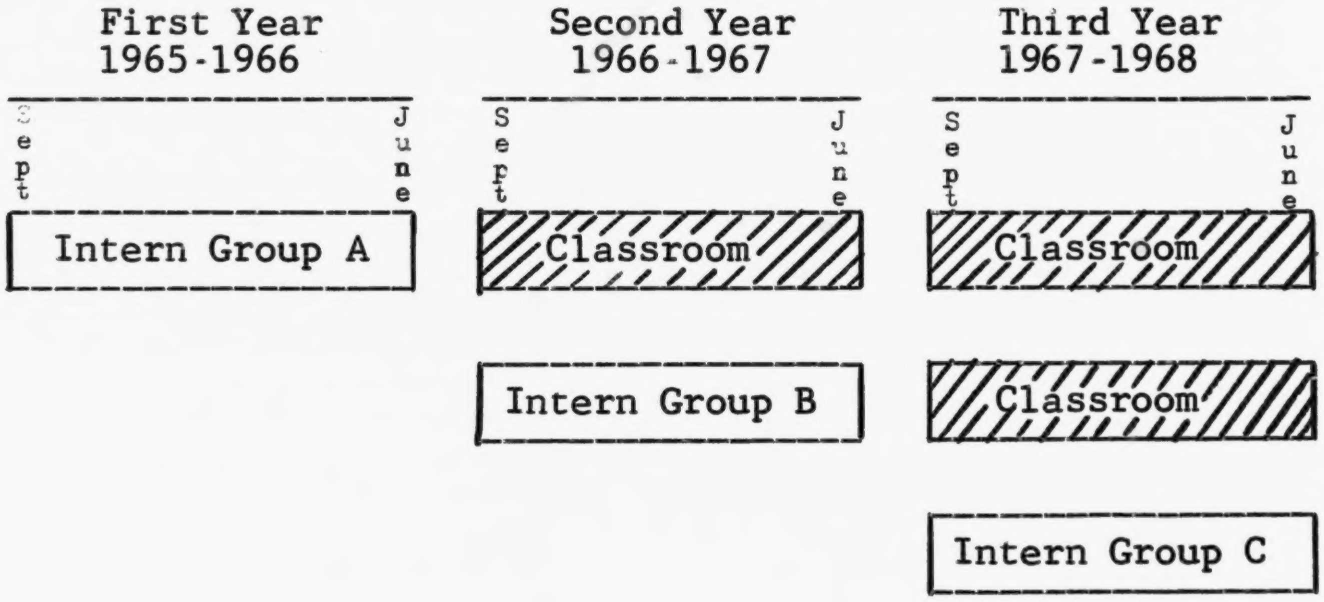
Note: Where citywide tests coincide, no additional testing will be done. Some teachers may stay with classes more than one year. In those cases, control groups will also be held constant.

*If the first group of teacher interns be designated as Group A, the second as Group B, and the third as Group C, the following simple diagram should set forth clearly the status of the trainees and the testing check-points for evaluating the progress of their pupils.


First Year
1965-1966
Second Year
1966-1967
Third Year
1967-1968
Sept
June
Sept
June
Sept
June
Intern Group A
Classroom
Classroom
Intern Group B
Classroom
Intern Group C

PROJECT MISSION

RESEARCH STUDY NO. 7

I. Title

Evaluation of Project Mission Curriculum

II. Brief Statement of the Problem

Project Mission involves a variety of training techniques—teacher practicum, field and laboratory experiences in social and psychological foundations, formal course work, demonstrations, observations, seminars, conferences, and outside cultural activities with pupils. If a technique used in the training program is to be considered successful, it should prove to be a contributing factor to the growth and development of the interns. The problem is to determine the hierarchy of importance among these various factors. The chief questions to be answered here relate to the formal course work versus the practical experience.

III. Stated Hypotheses

A. Objectives

It is expected that the Project Mission interns will be able to rank the various categories of training procedures, indicating which are of most value as preparation for working with inner-city children.

B. Questions

1. How do Project Mission enrollees (both withdrawals and continuous enrollees) evaluate the Project Mission college curriculum?

2. What do they consider most valuable, least valuable, and lacking but needed?

3. How do they rate the knowledge gained in course work with the classroom and other day by day experiences?

4. Do the successful Project Mission interns rate the training procedures in a significantly different order from that of the non-successful interns?

IV. Brief Review of Related Research

In The NEA Journal of October 1965, pp. 26-28, Lemons reported a study concerning student reaction to professional education courses. Over 300 beginning teachers were interviewed in 13 teacher preparation instititutions, presumably in Nebraska. The beginning teachers were less than enthusiastic about their education courses. Negative criticisms included statements such as the following: "Nothing but junk;" "Too theoretical;" "Usless;" "Completely inadequate;" "Too much duplication;" "Mickey Mouse courses;" "Lacked zip." Another criticism which Lemons cited was that "the college courses did not adequately prepare teachers to teach slow learners, children of lower socio-economic background, bilingual children, and others who depart from the norm in some way." On the other hand almost all of those interviewed indicated a favorable reaction to student teaching experiences and advocated increased attention to observation of classes in action before beginning student teaching.

Teachers prepared at the University of Alberta, given an opportunity to voice their opinions, were found to be in general satisfied with their courses and in agreement that the most valuable part of their preparation had been Student Teaching and subjects which the teacher "is called upon to teach." One hundred forty-seven teachers in either first or fifth year of continuous teaching responded to questionnaires out of the 161 who had been considered qualified on all pertinent points to participate in the investigation of this vexing problem of determining what constitutes the best preparation. The questions asked had to do with the teachers' opinions as to "the most valuable" courses which they had experienced in their training, "the least valuable" of such courses, and the courses they "wished" they had taken. The first two diametrically opposed questions in some cases elicited the same answers in significant numbers as to the course, demonstrating that any single course may be regarded as "most valuable" by some teachers, and "least valuable" by others. Student Teaching was generally regarded as of great value. Education courses were regarded as most necessary for teachers of elementary grades, but for teachers of high school subjects, subject matter courses in the Arts and Sciences were singled out as important. The respondents' chief recommendation for improvement was for further instruction and practice in the art of teaching through internship and more student teaching. While this study[1] was not directed toward preparation for teaching in disadvantaged areas, its findings point up the need, in those respondents' minds, for practical student teaching experience.

Related to the subject of preparing teachers for inner-city school assignments is the problem of teacher morale. An interesting article appeared in the June, 1959, issue of The Nation's Schools, reporting upon a study of what factors affect teacher morale, conducted in twenty school systems by the Division of Surveys and Field Services of the George Peabody College for Teachers.[2] An analysis of the study revealed that the teachers' chief focuses of discontent were large classes, poor buildings, and lack of a free period (particularly in the elementary school and particularly where lunch was taken with the children). Also included as causes of low morale were poor administration, lack of teaching materials and equipment, and inadequate salaries. Most frequent suggestions for improvement involved a good salary schedule and reasonably small classes. A very high rating of morale in one small school system aroused the curiosity of the investigators. When tabulated, the strong points were found to be the high regard in which the teachers held the leadership in the school system as well as in the individual schools. The principal is in a strategic position to build a capable and enthusiastic faculty; a poor choice of principal often produces an unhappy faculty. It was found too that sharing in policy-making enhances self-respect. Participation in making school policy varied from school to school; where teachers shared there was evidence that they appreciated this recognition (they rated it frequently among the strongest points of a school system); where sharing in policy-making was neglected teacher morale was adversely affected. In one such instance discontent spread to citywide proportions. Lack of confidence in the board of education was found to be a corroding influence, and closely related to it is the attitude of the citizenry toward the schools; teachers were found to be easily discouraged by the indifference of the community. It is interesting to note that not once did the report mention discontent due to teaching in a disadvantaged neighborhood.

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[1] S. C. T. Clarke and Kathleen I. Kennedy, "Teachers' Evaluation of Their Preparation for Teaching," Research Monograph No. 3, The Alberta Teachers' Association, Barnett House, Edmonton, Alberta, Canada, January, 1962.

[2] Henry Harap, "Many Factors Affect Teacher Morale," The Nation's Schools, June 1959.

V. Procedure

A Research Design

This study will be conducted by a subjective evaluation of the training techniques employed in the Project Mission training program. Questionnaires (copy attached) will be administered at the end of the intern training year (or student teaching year), at the end of the first year of classroom experience as probationary teachers, and at the end of the second year of teaching. The questionnaires will be administered to all who participate as Project Mission teacher interns.

From the data obtained, an attempt will be made to discover whether there is any relationship between training techniques and success in the Project Mission program. Any emerging differences in student evaluation of the Mission program will be noted and analyzed for significance. Students withdrawing from the group will respond to this inquiry, as it is possible that the very fact of the withdrawal may be germane to the problem of appropriate training for teaching the disadvantaged in inner-city schools.

B. Data Collection

1. Training Techniques Inventory administered to Project Mission teacher interns. (Schedule

attached)

2. Recording from school folders of dropout and retention data. (Schedule attached)

3. Recording from school folders of evaluative ratings. (Schedule attached) Rating schedules are to be developed in Research Study No. 5.

C. Analysis of Data

The replies to the questionnaires, being of necessity largely subjective in nature, will of course not lend themselves to detailed statistical analysis. Where it is considered appropriate, descriptive statistics will be computed.

Because of the small number of Project Mission senior students (30 each year), an analysis will be applied to the group as a whole unless one or two strong college-school-level components should emerge.

D. Time Schedule

June 1966 June 1967 June 1968	Administration of Training Techniques Inventory to Project Mission experimental groups.
October 1965 to June 1971	Periodic notation of student-intern-teacher evaluative ratings and of retention or withdrawal (by reason). If enough teachers remain, the follow-up will continue for five years of actual teaching assignment. (Under Study No. 1.)

June 1966 June 1967 June 1968	Rating of Project Mission interns by the cooperating teachers, principals, and project professors. The Baltimore City Progress Report of Education Staff Members and the Evaluation of the Internship will be used as the rating instruments. (Under Study No. 5).

APPENDIX

(Attachments)

[illegible] PUBLIC SCHOOLS
[illegible] NO. 65-10

PERSONAL HISTORY AND EXPERIENCE INVENTORY

1. IDENTIFICATION NO.

2. TELEPHONE NO.

3. NAME (last, first, middle)

4. DATE OF BIRTH
Use figures.
Month Day Year
☐☐ ☐☐ ☐☐
a b

5. PLACE OF BIRTH
Specify state, D.C., territory or country.

6. SEX AND RACE
Check one box.
1 ☐ Female Nonwhite
2 ☐ Male Nonwhite
3 ☐ Female White
4 ☐ Male White

7. MARITAL STATUS
Check one box.
1 ☐ Single
2 ☐ Married
3 ☐ Widowed
4 ☐ Separated
☐ Divorced

8. PRESENT COLLEGE DATA *Check a, b, c. Write in d.*
a. Institution 1☐ Coppin 2☐ Morgan 3☐ Towson
b. Status 1☐ Undergraduate 2☐ Graduate
c. Level 1☐ Elem. K-6 2☐ Sec. 7-9 3☐ Other
d. Major Subject Matter Field, if any:
(Example: English or Social Studies)

9. SCHOOL AND CLASS IN WHICH YOU ARE TO PREPARE OR HAVE PREPARED
a. School Number: *Check a, b, or c or write in d.*
☐ #53 (a) ☐ #99 (b) ☐ #90 (c) ☐ (d) Other: *Write in.*
b. Program of Class(es) in which YOU are to Prepare or Have Prepared: *Check one.*
1☐ Project Mission Class(es), If Any
2☐ Some Other Specific Inner-City Training Program Such as Y003
3☐ No Special Inner-City Program i.e. NOT Project Mission, NOR Y003

10.* GRADES IN WHICH YOU HAVE DONE (Or Expect to Do) STUDENT TEACHING WITHIN TWO SCHOLASTIC YEARS (1964-65 and 1965-66) *Check all applicable items.*
1☐ Primary: Kdg., Grades 1-3, Pri. Special
2☐ Intermediate: Grades 4-6, Inter. Special
3☐ Junior High: Grades 7-9, Secondary Special
4☐ Senior High: Grades 10-12
5☐ Other: *Specify.* ________________

11. SIBLINGS
a. Number: *Enter number and include full, half-, step-, and adopted siblings.*
☐☐
a
b. Your Birth Order Among Siblings: *Check one.*
1☐ Only Child
2☐ Youngest
3☐ Among Middle
4☐ Same Age
5☐ Oldest

PERSONAL HISTORY AND EXPERIENCE INVENTORY
PROJECT MISSION NO. 65-1Q
PAGE 2

. IDENTIFICATION NO.

12.* CHILDREN *Include natural, step-, and adopted. Check all applicable items.*

1 ☐ None 2 ☐ 0-9 Years
3 ☐ 10-19 Years 4 ☐ 20 Years & Over

13. WORKING STATUS *Check one box.*

1 ☐ Project Mission Only
2 ☐ Project Mission Plus Other Work
3 ☐ Non-Project Mission Work Only
4 ☐ Not Working for Pay

14. ARE YOU ENTIRELY SELF-SUPPORTING? *Check one box.*

1 ☐ Yes 2 ☐ No

15. DO YOU OWN A CAR?

1 ☐ Yes 2 ☐ No

16. DO YOU OWN A MOTORBICYCLE? *Check a, b, and c.* a ☐ 1 Yes ☐ 2 No
MOTORCYCLE? b ☐ 1 Yes ☐ 2 No
MOTOR SCOOTER? c ☐ 1 Yes ☐ 2 No

17.* MANNER OF PAYING PRESENT COLLEGE EXPENSES (Other Than Tuition) *Check all applicable items.*

1 ☐ Scholarship or Stipend
2 ☐ Working Now
3 ☐ Savings
4 ☐ Family is Paying
5 ☐ Loan
6 ☐ Other *(Specify)*: ____________________

18.* PREVIOUS AND/OR PRESENT WORK EXPERIENCE *Exclude Project Mission. Check all applicable items.*

1 ☐ Never Worked
2 ☐ Volunteer Work Without Pay
3 ☐ Odd Jobs (Paper Boy, Mowing Lawns, Baby-Sitting, Tutoring, Etc.)
4 ☐ Part-Time Regular Job
5 ☐ Full-Time Regular Job

19. PARENTS' EDUCATION *Check highest grade completed by each parent. Check c only if applicable.*

	a. Mother	b. Father	c. Guardian
Grades 1-6	☐ 1	☐ 1	☐ 1
Grades 7-9	☐ 2	☐ 2	☐ 2
Grades 10-12	☐ 3	☐ 3	☐ 3
Post High School (Not College)	☐ 4	☐ 4	☐ 4
College 13-16	☐ 5	☐ 5	☐ 5
Post College	☐ 6	☐ 6	☐ 6

PERSONAL HISTORY AND EXPERIENCE INVENTORY
PROJECT [illegible] NO. 65-10
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1. IDENTIFICATION NO.

20. WHAT WAS THE PRINCIPAL OCCUPATION OF THE HEAD OF YOUR HOUSEHOLD WHEN YOU ATTENDED ELEMENTARY AND SECONDARY SCHOOLS? *Check one box.*

1 ☐ Professional, Technical, Kindred Workers
2 ☐ Managers, Officials, and Proprietors Incl. Farm Managers
3 ☐ Clerical and Kindred Workers
4 ☐ Sales Workers
5 ☐ Craftsmen, Foremen, and Kindred Workers
6 ☐ Operatives and Kindred Workers Incl. Mine Laborers
7 ☐ Private Household Workers
8 ☐ Service Workers Except Private Household
9 ☐ Farm Laborers and Farmers Excl. Farm Managers
10 ☐ Laborers Except Farm and Mine
11 ☐ Housewife
12 ☐ Unemployed
13 ☐ Other *(Specify)*: ____________________

21. SCHOOL EXPERIENCE PRIOR TO COPPIN, MORGAN, AND TOWSON *Check all applicable items.*

Type of School	Public	Nonpublic
Elementary	1 ☐	8 ☐
Secondary	2 ☐	9 ☐
Proprietary (Beauty Culture, Business College, Etc.)	3 ☐	10 ☐
Professional (Music, Nursing, Pharmacy, Etc.)	4 ☐	11 ☐
A Teachers College or Education Major in College or University	5 ☐	12 ☐
College or University but Not an Education Major	6 ☐	13 ☐
Other ____________________ *(Specify)*	7 ☐	14 ☐

22.* SCHOOL ACTIVITIES IN JUNIOR YEAR OF COLLEGE *Check all applicable items.*

0 ☐ None
1 ☐ Club or Organization Member
2 ☐ Club or Organization Committee Member
3 ☐ Club or Organization Officer
4 ☐ Sports Participant (Varsity or Intramural)
5 ☐ Sports Manager, Etc.
6 ☐ Publications — Any Phase
7 ☐ Student Government — Any Phase
8 ☐ Other *(Specify)*: ____________________

PERSONAL HISTORY AND EXPERIENCE INVENTORY
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1. IDENTIFICATION NO.

23. PREFERRED NON-REQUIRED READING *Check one.*

1 ☐ Don't Like to Read

2 ☐ Don't Have Time to Read

READ:

3 ☐ Newspapers and News Magazines

4 ☐ About Homes and Gardens

5 ☐ Sports and Recreation

6 ☐ Poetry

☐ Plays

8 ☐ Science

9 ☐ Science Fiction

10 ☐ History or Biography

11 ☐ Historical Fiction

12 ☐ Professional Books

13 ☐ Other *(Specify)*: ____________

24. PREFERRED LEISURE-TIME ACTIVITIES (Daily leisure time and vacations)
Check three and only three activities.

		Read About	Listen to Radio or Watch T.V. or Movies	Attend Events to Watch	Actively Perform
a.	Sports (Include here walking and hiking.)	1 ☐	2 ☐	3 ☐	4 ☐
b.	Art, Music, Theater	1 ☐	2 ☐	3 ☐	4 ☐
c.	Home Maintenance, Homemaking, Gardening, Etc. (Include here hobbies.)	1 ☐	2 ☐	3 ☐	4 ☐
d.	Travel Outside Home City or County	1 ☐	2 ☐		4 ☐
e.	Civic Affairs (Include here tutorials, etc.)	1 ☐	2 ☐	3 ☐	4 ☐
f.	Religious Affairs (Include here teaching in religious school.)	1 ☐	2 ☐	3 ☐	4 ☐
g.	Work for Pay During Vacation				4 ☐
h.	Other: ____________ *(Specify)*	1 ☐	2 ☐	3 ☐	4 ☐

1. IDENTIFICATION NO.

25. YOUR ADDRESS

a. Present Home Address: ______________________________
Street Address City State Zip

____
(If Maryland, give name of county.)

b. Address Where you Are Living While Attending College:

____
Street Address City State Zip

Do Not Fill In

c. Home Address If Changed During Study:

____

d. College Address If Changed During Study:

____

PROJECT MISSION
Baltimore City Public Schools
Baltimore, 21218 Maryland

EVALUATION OF THE INTERNSHIP

Name of Intern____________________ Cooperating Teacher____________________

Grade level____________ School__________________________

This form is to be used to evaluate the performance of your Project Mission intern. There are six over-all categories in which the intern is to be rated. Categories I to V are in the form of a checklist. Specific behavioral traits in each of these categories are to be rated, in the appropriate column, according to the following scale:

1 - Superior

2 - Above Average

3 - Average

4 - Below Average

5 - Failing

6 - No opportunity to observe

The Cooperating Teacher will place his or her checks in the upper portion of the rating scale. The Project Professor will use the lower portion of the scale to record his evaluation.

The following are descriptive statements which discuss in further detail the gradations of the rating scale:

1. Superior: Is intellectually curious and highly intelligent in problem-solving activities; assumes responsibility for himself, and for pupils both as individuals and as a group; is enthusiastic, cooperative, loyal to the purposes of Project Mission, creative, resourceful; draws upon a rich cultural background; is alert to ways for self-improvement, sensitive to the needs of pupils, and quick to satisfy them; gives strong evidence of outstanding success in teaching.

2. Above Average: Is mid-way between superior and average; usually follows a pattern well above that of the student described as average; sometimes reaches the superior level; responds well to constructive suggestions; gives evidence of success in teaching in the inner-city.

3. Average: Is a follower, doing routine, clearly defined tasks rather well; endeavors to meet each day's program, but sometimes loses enthusiasm and becomes confused; accepts responsibility, but does not always follow through; finds excuses for not doing some assignments.

4. Below Average: Is likely to neglect planning; completes details carelessly and tardily; fails to meet the needs of individual pupils with success; has almost no ingenuity or resourcefulness in problem-solving; accepts suggestions, but seldom follows through; is not likely to become more than mediocre in teaching.

5. Failing: Is consistently unsuccessful in teaching efforts; work is always of low quality; shows no promise of being successful in the profession; should be counseled out of teaching.

Category VI, Prognosis for the Future, calls for a descriptive statement in which an estimate is made of the intern's potential for growth and success in teaching in the inner-city.

RATING SCALE

	Superior	Above Average	Average	Below Average	Failing	No Opportunity	
I. Teaching Abilities	1	2	3	4	5	6	Comments
A. Uses a variety of approaches and teaching methods. (Shows a command of a variety of teaching procedures modified to fit the general needs of the class; takes into account the different styles of learning characteristic of students in the class.)							
B. Evidences through daily and long-range planning. (Makes use of all available resources in planning units and daily plans; stresses broad and specific goals; utilizes class participation in planning; knows how to relate broad aims of American education to immediate instructional plans.)							
C. Demonstrates an understanding of the learning difficulties of inner-city students and plans appropriately. (Applies his knowledge about the pattern of life in the inner-city and its effect upon the inner-city child.)							
D. Paces and times presentation of materials to the abilities of learners. (Is aware of differences among pupils; is responsive to their moods; does not apply a uniform standard to all pupils alike, is sensitive to differences.)							
E. Uses techniques of motivation that are peculiar to the educationally disadvantaged. (Uses incentives, motives, devices to arouse interest; emphasizes concrete; strives for immediate results; attempts where possible to show pragmatic use of what is being learned)							

	1 Superior	2 Above Av.	3 Average	4 Bel. Av.	5 Failing	6 No. Opp.	Comments
F. Knows the subject matter he is teaching. (Possesses a thorough understanding of the subject area and cognate fields; provides illustrations; makes applications.)							
G. Attempts to find ways of presenting subject matter so that interest is sustained. (Has a dramatic flair; contrives deliberate situations; can "ham it up," if necessary.							
H. Relates subject matter being taught as much as possible to the immediate concerns of the learner. (Helps students to see connections with everyday life and problems.)							
I. States clearly worded and definite aims. (Is clear about what he wants to do in lesson; differentiates specific and general aims; distinguishes between long-range and immediate goals; does not attempt to achieve too many aims in a single lesson; does not confuse aims with teacher procedures.)							
J. Is always aware that some learners are more ready for an activity than others. (Gives more than lip service to readiness principle; actually provides materials, experiences in keeping with learners' stages of physical and mental readiness.)							

	1	2	3	4	5	6	Comments
K. Assists learners to want to achieve at increasingly higher levels of accomplishment. (Inspires students to set progressively higher goals, but always in keeping with their abilities; helps students to develop positive work and study habits so that high goals may be realistically achieved; stresses not being complacent.							
L. Tries approaches and methods developed independently of the cooperating teacher. (Develops techniques, approaches, devices on his own; can support them with plausible educational justification; does not have to be told what is needed.)							
M. Utilizes his personal talents and strengths to enrich the instructional program in his classroom. (Uses hobbies and special abilities to enhance instruction.)							
N. Makes provisions for a variety of evaluative techniques involving both teacher and students. (Goes beyond pencil and paper tests; uses other forms of evaluation such as rating scales, pupil-teacher conferences, peer evaluations, anecdotal records, etc.; centers evaluation around objectives of the activity.)							
O. Implements plans to reflect flexibility, resourcefulness, creativity, and sound judgment. (Knows when to depart from plan; can capitalize upon an unexpected turn in a lesson; can improvise if necessary; bases educational decisions on sound educational principles.)							

	1	2	3	4	5	6	Comments
P. Phrases questions which reflect a concern for the sequential development of ideas and critical thinking. (Uses questioning skillfully; avoids requiring one-word answers; sometimes throws a question back to the student to encourage self-answering.)							
Q. Senses the dynamics of the classroom and develops a teaching style which results in maximum learning. (Demonstrates an intuitive "feel" for the process of teaching; is sensitive to the varying moods of children.)							
R. Evidence a fund of general knowledge and relates it to the subject or area being taught. (Uses general information and background to enrich and clarify learning experiences of the group.)							
II. Relationships With Children							
A. Shows warmth and understanding of inner-city children. (Exhibits a genuine liking for inner-city children; enjoys working with them.							
B. Is sensitive to children with problems and attempts to work out solutions. (Is a friend and counselor; is willing to spend time talking with students about their problems; knows how far the teacher should or can go in solving problems; can make proper referrals.)							
C. Is aware of the general characteristics of the age-group he is teaching. (Is familiar with the physical, mental, and social attributes of the class or groups he is working with.)							

	1	2	3	4	5	6	Comments
D. Is able to lead students without continuous domination and resort to punitive measures. (Refrains from threatening students; avoids use of sarcasm and making of snide remarks.)							
E. Provides meaningful extra-class experiences in the form of tutorial and/or remedial sessions, Saturday activities; cultural and recreational activities.							
F. Enlists the cooperation of students in both in-class and out-of-class activities.							
G. Establishes and maintains rapport easily. (Can win respect of students and hold it.)							
H. Assumes responsibility for the control of students outside the confines of the classroom; cafeteria, yard, halls, etc.) (Does not feel that the classroom is the only area in which he is responsible for and to students.)							
III. Professional Attitudes and Ethics							
A. Seeks suggestions from the cooperating teacher. (Manifests a genuine concern for professional improvement by asking for assistance; exerts efforts consistently to improve.)							
B. Responds creatively and positively to criticism. (Accepts criticism and uses it consistently; accepts criticism without rancor or rationalyzing.)							
C. Respects professional confidences shared by the cooperating teacher. (Refrains from gossip and spreading of rumors.)							

	1	2	3	4	5	6	Comments
D. Uses professional information competently. (Treats confidential and privileged information; uses information to help solve a problem not as topics of conversation.)							
E. Makes a conscientious effort to attend appropriate professional meetings. (Attends school faculty meetings, PTA meetings and others, if invited; attends some professional meetings on his own.)							
F. Shows evidence of being acquainted with the literature on the problems of inner-city education. (Can point to specific instances when the professional literature serves as a source of suggestions, as a basis for judgment, or a source of justification.)							
G. Is able to work effectively with all members of the school staff. (Senses that team work is important, can work as a member of a school team; respects those who are above as well as those who are below in rank or status; respects opinions of others.)							
H. Shows a sincere enthusiasm for teaching in the inner-city. (Regards teaching in the inner-city as a paramount concern not just a job.)							
I. Is willing to assume duties beyond those of the classroom. (Assists in the halls, cafeteria, auditorium, playground - wherever his help is needed.							
J. Shows pride in the teaching profession. (Is concerned about the "image" of teacher, especially in the inner-city.							

IV. Classroom Management	1	2	3	4	5	6	Comments
A. Seeks to maintain attractive and stimulating schoolroom surroundings. (Provides interesting, aesthetic, and timely bulletin boards; provides centers of interest in the room.)							
B. Has effective classroom control and discipline. (Supports and understands the need for necessary classroom order and routines.)							
C. Is aware of the physical attributes of the classroom. (Gives attention to housekeeping details: lighting, ventilation, and heating.)							
D. Meets emergencies adequately. (Grakps the idea of what needs to be done in a situation and does it.)							
E. Has legible handwriting. (Writes legibly on blackboards and on materials used in the classroom.)							
F. Gives prompt attention to clerical and routine responsibilities. (Gets reports in on time; hands in plans to cooperating teacher on time; keeps accurate and adequate records.)							

V. Personal Attributes	1	2	3	4	5	6	Comments
A. Grooming (Shows good taste in dress; dresses appropriately for the classroom; practices good personal hygiene.)							
B. Physical and mental adaptability to the demands of teaching. (Possesses mental and physical vigor; is stable; can stand up well under pressure.)							
C. Attendance (Does not miss a great deal of time from school duties.)							
D. Punctuality (Meets obligations on time; arrives at school sufficiently in time to prepare materials and to be ready for teaching.)							
E. Standards of personal ethics. (Conducts personal affairs (financial, marital, etc.) with discretion; is dependable.)							
F. Voice (Speaks clearly, audibly with appropriate speed; practices good pronunciation and enunciation; voice well-modulated; organizes thoughts so that pupils can understand ideas, directions and explanations.)							
G. Poise (Displays emotional stability; is not easily upset; deports one's self well in problem situations.)							

VI. Prognosis For the Future

A. Cooperating Teacher

B. Project Professor

Date Completed________________ ________________________

Signature of Evaluator

____

Position

I have read and discussed the items in this evaluation form.

Date________________ ________________________

Signature of Intern

Word List for Research Study No. 4A

Date__________

Name Student__________________________

School___________________________ Class_____________

Age_________

Other Data

___________________________ Time to Complete___________

___________________________ Special Notes______________

1. table ________________
2. restore ________________
3. clean ________________
4. usually ________________
5. give ________________
6. hard ________________
7. ocean ________________
8. he ________________
9. allow ________________
10. because ________________
11. swift ________________
12. moth ________________
13. smooth ________________
14. move ________________
15. they ________________
16. music ________________
17. yellow ________________
18. between ________________
19. gallop ________________
20. bug ________________
21. never ________________
22. high ________________
23. color ________________
24. enjoy ________________
25. sad ________________
26. bird ________________
27. mix ________________
28. her ________________
29. fruit ________________
30. long ________________
31. always ________________
32. begin ________________
33. butterfly ________________
34. since ________________
35. rough ________________
36. listen ________________
37. on ________________
38. sit ________________
39. thirsty ________________
40. salt ________________
41. maintain ________________
42. it________________
43. bee ________________
44. tall ________________
45. sell ________________
46. hand ________________
47. seldom ________________
48. pretty ________________

49. obey ____________________

50. wing ____________________

51. black ____________________

52. off ____________________

53. river ____________________

54. loudly ____________________

55. tell ____________________

56. wild ____________________

57. needle ____________________

58. sour ____________________

59. happen ____________________

60. them ____________________

61. bright ____________________

62. net ____________________

63. slowly ____________________

64. carry ____________________

65. up ____________________

66. inquire ____________________

67. chair ____________________

68. quiet ____________________

69. she ____________________

70. flower ____________________

71. cold ____________________

72. prepare ____________________

73. gently ____________________

74. bitter ____________________

75. join ____________________

76. man ____________________

77. run ____________________

78. dark ____________________

79. us ____________________

80. square ____________________

81. loud ____________________

82. deceive ____________________

83. cocoon ____________________

84. into ____________________

85. short ____________________

86. him ____________________

87. sheep ____________________

88. examine ____________________

89. once ____________________

90. insect ____________________

91. belong ____________________

92. slow ____________________

93. fly ____________________

94. add ____________________

95. sometimes ____________________

96. pleasant ____________________

BALTIMORE CITY PUBLIC SCHOOLS
PROJECT MISSION [illegible]

TRAINING TECHNIQUES

INVENTORY

1. IDENTIFICATION NO.

2. NAME (last, first, middle)

____

Questionnaire

Teacher-Interns, Project Mission

3. **How did you happen to come into the Program--that is, what were your motivations:**

   a. **Did some person, college, or organization prevail upon you?**

      (1) Yes . . . . ☐
      (2) To some extent . . ☐
      (3) No . . . . ☐

   b. **Was it a matter of missionary zeal?**

      (1) Yes . . . . ☐
      (2) To some extent . . ☐
      (3) No . . . . ☐

   c. **Was it scientific curiosity as to how much improvement could be effected by this Program?**

      (1) Yes . . . . ☐
      (2) To some extent . . ☐
      (3) No . . . . ☐

   d. **Was there some other motivating factor?**

      (1) Yes . . . . ☐ If Yes, please indicate:
      (2) To some extent . . ☐ ____________________
      (3) No . . . . ☐ ____________________

4. **Do you intend to continue in an inner-city school situation in Baltimore City, or will you prefer to transfer to a different type of school neighborhood within a comparatively short time?**

   a. Prefer to continue in Baltimore City inner-city school . . . ☐
   b. Prefer to transfer to a different type of school . . . . . . ☐
   c. **Will not remain in the teaching profession at all** . . . . . ☐
   d. **Will leave town** . . . . ☐

TRAINING TECHNIQUES INVENTORY
PROJECT MISSION NO. 65-2Q
PAGE 2

1. IDENTIFICATION NO.

2. NAME (last, first, middle)

5. Have you ever lived or worked in a community of disadvantaged people such as those in which the Project Mission schools are located?

a. Yes . . . . ☐

b. No . . . . ☐

6. In this Project have you found a certain satisfaction in developing latent skills in disadvantaged children?

a. Yes . . . . ☐

b. To some extent . . ☐

c. No . . . . ☐

7. Do you consider that you received adequate, effective help with your problems?

a. Yes . . . . ☐

b. To some extent . . ☐

c. No . . . . ☐

8. In regard to your experience in an inner-city school, do you feel that improvement in the satisfaction you find in teaching would be made by:

a. A reduction in the size of the class taught? . . . . . Yes ☐ No ☐

b. A building of more modern physical facilities? . . . . Yes ☐ No ☐

c. Greater use of a teacher-aide to provide a free lunch period, attend to clerical details, etc.? . . . . Yes ☐ No ☐

d. Transportation by a private bus to and from a parking lot or other suitable point? . . . . Yes ☐ No ☐

e. Fuller participation by yourself and other teachers in policy-making at your school? . . . . Yes ☐ No ☐

9. At the beginning of your teaching career in inner-city schools were you conscious of any distaste for, or disapproval of, the pupils in your class(es)?

a. Yes . . . . ☐

b. No . . . . ☐

1. IDENTIFICATION

2. NAME (last, first, middle)

____

10. Has your feeling for your pupils remained as it was at the outset, or has it changed during your teaching experience?

a. Unchanged; has remained the same . . . . ☐

b. Changed in the direction of greater acceptance . . . . ☐

c. Changed in the direction of greater rejection . . . . ☐

11. Have you in general been able to establish good rapport with the parents of your pupils?

a. Yes . . . . ☐

b. To some extent . . ☐

c. No . . . . ☐

12. Do you find that you enjoy such contacts with the families of these children?

a. Yes . . . . ☐

b. To some extent . . ☐

c. No . . . . ☐

13. Do you consider that in your training period, you were made sufficiently familiar with the type of neighborhood in which your pupils live in order for you to be a reasonably effective teacher there?

a. Yes . . . . ☐

b. No . . . . ☐

14. Are you familiar with your pupils and their families in the following respects:

a. The cultural level of the community —

(1) Fully . . . . . . ☐

(2) Slightly . . . . . ☐

(3) Not at all . . . . ☐

b. The moral climate of the community —

(1) Fully . . . . . . ☐

(2) Slightly . . . . . ☐

(3) Not at all . . . . ☐

TRAINING TECHNIQUES INVENTORY
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PAGE 4

1. IDENTIFICATION NO.

2. NAME (last, first, middle)

14. (Continued from Page 3.)

c. The socio-economic level of the community —

(1) Fully . . . . . . ☐

(2) Slightly . . . . . ☐

(3) Not at all . . . . ☐

15. In general do you consider that the persons who were preparing you for inner-city teaching were sufficiently well acquainted, themselves, with the problems of teaching the disadvantaged?

a. Yes . . . . ☐

b. No . . . . ☐

16. Did the training program include enough practical experiences? (That is, did it provide realistic practice and not rely too much on theory?)

a. Yes . . . . ☐

b. No . . . . ☐

17. Were you given adequate opportunity to observe skillful teaching of the disadvantaged by mature teachers?

a. Yes . . . . ☐

b. Not quite adequate . . ☐

c. No . . . . ☐

18. Was your training and/or practical experience inadequate in any of the following areas? (Please check.)

How to deal with:	Training	Practical Experience
a. Communication problems	☐	☐
b. Clerical and routine responsibilities . .	☐	☐
c. Establishing rapport with parents	☐	☐
d. Disciplinary problems	☐	☐

20. Please evaluate each of the following items in terms of its usefulness to you in working with your pupils:

Category	Evaluation				Comments
	Quite Useful	Moderately Useful	Seldom Useful	Never Useful	Please indicate here any revisions that would make a category more helpful to next group of Project Mission teacher-interns
Teacher Practicum					
Foundations—Courses					
Foundations—Field and Laboratory Experiences					
Methods and Materials					
Communications Skills					
Seminar on General Instructional Aids and Resources					
Demonstrations and Observations					
Conferences with Cooperating Teacher					
Remedial Instruction with Small Groups					
Saturday Activities with Pupils					
Project Mission Training Program as a Whole					